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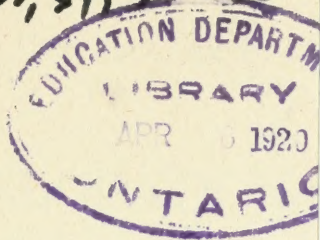
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DEPARTMENT OF THE INTERIOR
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BULLETIN, 1918, No. 33

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

SEPTEMBER, 1918



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DEPARTMENT OF THE INTERIOR
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BULLETIN 1918, No. 11

MONTHLY RECORD
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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Professional education—Civic education—Immigrants and illiterates—Reeducation of war invalids—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—Periodicals represented in this record.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

This number of the record immediately follows that for June, 1918, publication having been suspended during July and August.

PROCEEDINGS OF ASSOCIATIONS.

1006. Association of colleges and secondary schools of the Southern states. Proceedings of the twenty-third annual meeting, Atlanta, Ga., November 15-16, 1917. Athens, Ga., The McGregor co. [1918?] 89p. 8°. (Edward A. Bechtel, secretary, New Orleans, La.)

Contains: 1. W. A. Webb: Milton's views on education and their significance and value at the present time, p. 28-38. 2. E. A. Bechtel: The baccalaureate degree, p. 38-50. 3. W. D. Hooper: Elective courses and when election should begin, p. 50-55. 4. Edwin Greenlaw: Required work in literature for undergraduates, p. 56-64. 5. H. D. Campbell: An experimental development of a flexible A. B. degree, p. 65-69. 6. K. F. Smith: The degree of master of arts at Johns Hopkins, p. 69-76.

1007. Connecticut state teachers' association. Report of proceedings of mid-winter meeting . . . Hartford, February 15-16, 1918. Hartford, State board of education, 1918. 57p. 8°. (Connecticut board of education. Connecticut bulletin 21, series 1917-18)

1008. Indiana state teachers' association. Proceedings and papers . . . October 31–November 3, 1917, Indianapolis. 414p. 8°. (C. O. Williams, secretary-treasurer, Richmond, Ind.)

Contains: 1. Mrs. Mary C. C. Bradford: The nation and the public school in the present crisis, p. 39–50. 2. C. A. Wagner: Education for all the people all the time, p. 60–71. 3. A. E. Winship: The artificial versus the natural in motivation, p. 71–78. 4. Mrs. Cora W. Stewart: Moonlight schools, p. 78–89. 5. T. H. Briggs: The war and secondary education, p. 95–106. 6. H. W. Foght: The rural teacher and the mastery of the course of study, p. 148–68. 7. Jane Griffith: Mental defectives in the schools, p. 171–79. 8. C. H. Judd: Adaptation of the elementary curriculum to vocational demands, p. 179–96.

1009. Iowa state teachers' association. Proceedings of the sixty-third annual session . . . held at Des Moines, Iowa, November 1–3, 1917. Des Moines [1918?] 218p. 8°. (Charles F. Pye, secretary, Des Moines, Iowa)

Contains: 1. The junior high school, p. 30–56. 2. Eva M. Fleming: Teachers for the schools of Iowa, p. 57–65. 3. A. M. Deyoe: Making an American, p. 66–77. 4. W. L. Harding: Schools and patriotism, p. 77–86. 5. H. H. Seerley: The spirit of the schools, p. 87–88. 6. F. A. Welch: Course in citizenship in public schools, p. 88–95. 7. P. W. Dykema: Community music, p. 98–104. 8. M. I. Flagg: Human interest in art teaching, p. 106–14. 9. Essie M. Hevle: The school lunch as a project in teaching cookery in the elementary schools, p. 119–24. 10. P. E. McClenahan: Cost of teaching in Iowa high schools, p. 127–31.

1010. Louisiana teachers' association. Journal of the proceedings and addresses of the twenty-seventh annual meeting held at Baton Rouge, La., April 4–6, 1918. Southern school work, 6: 485–551, June 1918.

Contains: 1. C. A. Ives: Effect of the world war on the supply of teachers in Louisiana, p. 504–7. 2. C. H. Bean: Professionalism among teachers, p. 507–9. 3. D. D. Nye: Education and music, p. 517–20, 522. 4. Dagny Sunne: Standardization in the schools of Louisiana, p. 529, 531–32. 5. A. M. La Meslee: French as taught in the camp, p. 537–40.

1011. Maryland state teachers' association. Fiftieth annual meeting . . . Baltimore, Md., November 26–28, 1917. 158 p. 8°. (Hugh W. Caldwell, secretary, Chesapeake City, Md.)

Contains: 1. P. P. Claxton: Address [Education and the war] p. 15–22. 2. T. H. Briggs: The war and secondary education, p. 26–34. 3. David Snedden: Wanted: a new principle of method, p. 34–36. 4. W. C. Ruediger: The spirit of the teaching corps, p. 37–46. 5. C. A. Smith: Americanism, p. 48–54. 6. H. L. Smith: The American teacher and the war, p. 54–57. 7. J. A. Nydegger: Rural schools vs. national health, p. 75–81. 8. E. M. Williamson: The supervisor's part in the professional growth of teachers, p. 83–90. 9. O. M. Fogle: Some real project teaching, p. 94–99. 10. J. H. Apple: How may the relation between the State and its schools and colleges be raised to a higher plane? p. 109–16. 11. Lula J. Townsend: The value of an inventory to the composition teacher, p. 118–22; Discussion, p. 122–23. 12. G. M. Gaither: Manual training, p. 137–43.

1012. Minnesota educational association. Journal of proceedings and addresses of the fifty-fifth annual meeting held at Minneapolis, Minn., October 31–November 3, 1917. Minneapolis, Published by the Association, 1917. 192 p. 8°. (E. D. Pennell, secretary, East High School, Minneapolis, Minn.)

Contains: 1. Henry Clark: The dissatisfied teacher, p. 34–39. 2. F. G. Blair: Frankenstein and modern education, p. 40–47. 3. T. E. Finegan: What service shall the public school render, p. 48–53. 4. F. A. Parsons: The function of art in public education, p. 54–59. 5. T. E. Finegan: New York's experience in recent organization of its state educational department, p. 73–78; Discussion, p. 78–81. 6. Maren Michelet: Libraries as a help to language studies, p. 115–19. 7. S. H. Clark: What the high schools should do in presenting the position of the United States in the Great war, p. 132–39. 8. William Noyes: The junior high school and industrial education, p. 149–54. 9. P. W. Dykema: Significant tendencies in public school music to-day, p. 162–68. 10. S. A. Challman: Hygienic conditions in the public schools of Minnesota, p. 169–73. 11. C. H. Keene: The relation of physical welfare to national efficiency, p. 173–78.

1013. National education association. Department of superintendence. Atlantic City meeting, February 25-March 2, 1918. Journal of the National education association, 2: 649-744, May 1918.

Contains: 1. Centralizing tendencies in educational administration—A. Limitations of state control in education [by] Payson Smith, p. 666-69.—B. The county as a unit for local administration [by] A. S. Cook, p. 669-73.—C. The township as a unit for local administration [by] R. B. Teitrick, p. 673-77.—D. How a state department may stimulate local initiative and increase efficiency [by] G. D. Strayer, p. 677-80; Discussion, p. 680-83. 2. Opportunity and leadership in American education—A. The place of the state supported and managed institution [by] B. I. Wheeler, p. 684-87.—B. The place of the educational institution for women [by] Kathryn S. McLean, p. 687-90.—C. The place of the educational foundation [by] Clyde Furst, p. 691-95.—D. The view of the entire situation from the outside [by] D. C. Seitz, p. 695-96. 3. Report of the committee on economy of time in elementary education, p. 696-702. 4. W. H. Kilpatrick: The problem-project attack in organization, subject-matter, and teacher, p. 704-7. 5. C. N. Kendall: School practice as affected by the reports of the committee on economy of time, p. 707-9. 6. Report of commission on administrative legislation, p. 711-24. 7. The report of committee on cooperation of boards of education, p. 725-28. 8. National responsibility for education of the colored people—A. The status of negro education [by] Kelly Miller, p. 731-34.—B. The nation's responsibility to the South for negro education [by] W. T. B. Williams, p. 734-38.—C. The nation's responsibility to itself for negro education and its constitutional power to render aid thereto [by] Isaac Fisher, p. 738-42; Discussion, p. 742-44. 9. F. I. Cooper: Standardization of schoolhouse planning and construction, p. 745-52. 10. H. N. MacCracken: Work and scope of the junior Red cross, p. 753-56. 11. Abby P. Leland: Scouting education for girls, p. 756-60. 12. F. L. Keeler: The new responsibilities and opportunities which the war situation has brought to the state department and the schools, p. 760-65; Discussion, p. 765-66. 13. M. P. Shawkey: How shall we conduct the thrift campaign so as to cause it to attain its maximum effectiveness, p. 766-69. 14. J. H. Binford: Standardizing the small country school, p. 772-75. 15. M. S. H. Unger: The county as a unit of organization, p. 775-79. 16. Mrs. T. W. Hayes: Rural school as a social center, p. 779-82. 17. E. C. Hartwell: Financing the public schools, p. 782-84. 18. J. D. Shoop: Why the cost of public education is constantly increasing, p. 784-86. 19. G. D. Strayer: Educating the public to the financial needs of the school, p. 786-89. 20. F. W. Ballou: Efficient finance for the city school system, p. 790-93; Discussion, p. 793-95. 21. Leadership as found today in instruction in interpreting the curriculum—I. In the superintendent [by] Z. C. Thornburg, p. 795-97; II. In principals and supervisors [by] R. O. Stoops, p. 800-803. 22. Ernest Horn: How leadership in making new adjustments in education must be provided, p. 805-8. 23. Milton Bennic: Direct instruction in citizenship in the high school, p. 809-12. 24. Laura M. Smith: Thrift in relation to public schools, p. 815-18. 25. War problems—A. Economy of time—a twelve months' school, divided into four quarters [by] F. E. Palmer, p. 818-22; B. Conservation of resources—school savings banks and thrift education [by] Arvie Eldred, p. 822-26; C. Increase food production—home gardening [by] E. C. Sherman, p. 826-29; D. A practical program of patriotic instruction [by] F. G. Blair, p. 829-32. 26. Grace Abbott: Enforcement of the United States child labor law, p. 834-38. 27. J. W. Davis: The need of a continuing census of children of school age, p. 842-45. 28. E. N. Clopper: Causes of absence from rural schools, p. 845-48. 29. Physical welfare work with school children in war time—A. The vital necessity of physical training for the country boy and girl [by] D. A. Sargent, p. 854-57; B. Principles underlying minimum essentials of exercises, [by] W. A. Stecher, p. 858-60.

1014. New Jersey state teachers' association. Annual report and proceedings of the 63d annual meeting . . . held in Atlantic City, N. J., December 27-29, 1917. Trenton, N. J., MacCrellish & Quigley co., 1918. 212 p. 8°. (H. J. Neal, secretary, Phillipsburg, N. J.)

Contains: 1. Etta V. Leighton: The boy and the book, p. 38-43. 2. David Snedden: Real vs. sham efficiency, p. 43-54. 3. David Snedden: The high school of 1925, p. 55-60. 4. A. D. Dean: Our schools in war and after, p. 61-65; Discussion [by] W. A. O'Leary, p. 65-67. 5. T. D. Wood: The philosophy of physical training, p. 67-75. 6. Z. E. Scott: The spirit of physical training, p. 75-80. 7. A. N. Chandler: More money for schools and pensions, p. 80-83. 8. Report of committee on educational progress, p. 84-88.

1015. South Dakota educational association. Proceedings of the thirty-fifth annual session . . . held at Sioux Falls, November 26-28, 1917. Aberdeen, S. D. [1918?] 287 p. 8°. (A. H. Seymour, secretary, Aberdeen, S. D.)

Contains: 1. W. E. Johnson: Making education definite, p. 24-35. 2. L. D. Coffman: Democracy and education, p. 36-44. 3. C. H. Lugg: State superintendent's annual address [The American public school], p. 45-50. 4. G. M. Whipple: How to attend and never forget, p. 51-59. 5. S. A. Courtis: Address [on educational tests] p. 60-65. 6. L. D. Coffman: The value of educational measurements, p. 80-86. 7. Edward Von Ruschen: The public schools as related to the making of criminals, p. 106-9. 8. W. D. Schermerhorn: The grant-in-aid system of education in British India, with suggestions as to practical bearing on American problems, p. 113-15. 9. G. M. Whipple: The problem of the feeble-minded, p. 138-46. 10. L. A. Fell: Finding the superintendent, p. 150-55. 11. J. C. Tjaden: The seating problem, p. 189-92. 12. E. L. Hunt: Literary appreciation in high school, p. 235-40.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1016. Ballou, Frank W. [Address] on the retirement of Superintendent Franklin B. Dyer. School and society, 8: 135-39, August 3, 1918.

Read before the teachers' organization of the city at a luncheon given at the Hotel Somerset, Boston, on June 22, 1918.

A brief review of the educational work of Franklin B. Dyer, giving particular attention to his administrative work in Boston, Mass.

1017. Bencist, Antoine. L'oeuvre de Liard. Revue pédagogique, 72: 157-93, March 1918.

CONTENTS.—I. Les années d'apprentissage.—II. Liard à la direction de l'enseignement supérieur.—III. Liard vice-recteur.

1018. Bloss, W. Escott. The rise of the great public schools. School guardian, 43: 98-101, 122-24, March, April 1918.

By the same author: Grammar schools and classical teaching—a historical retrospect. School guardian, 43: 202-5, July 1918.

1019. The election of William H. Maxwell as city superintendent of schools emeritus, the city of New York. New York, Printed by the boys of the Vocational school, Fifth avenue and 138th street, 1918. 76 p. 8°.

1020. Good, Harry G. Benjamin Rush and his services to American education. Berne, Ind., Witness press [1918] 283 p. 12°.

Bibliography: p. [259]-275.

1021. Jackson, George L. The privilege of education; a history of its extension. Boston, R. G. Badger [1918] 143 p. 12°.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1022. Boodin, J. E. Education for democracy. School and society, 7: 724-31, June 22, 1918.

Speaks of the lessons we can learn from Germany in training our children for democracy. Says that German autocracy has used every content subject of the curriculum to impress upon the youth its ideals of power and expansion. We should teach the various subjects from the point of view of democracy.

1023. Bradford, Mary C. Building the new civilization. School and society, 8: 70-72, July 20, 1918.

Address of the president of the National education association, Pittsburgh, July 1, 1918.

1024. Dewey, Henry B. Problems of the educational publisher. American school board journal, 57: 35-36. 83, July 1918.

Address delivered at the Department of educational publications of the National education association, February 23, 1918.

1025. **Finney, Ross L.** Education and the reconstruction. School and society, 8: 11-17, July 6, 1918.

Says, in conclusion, that as soon as possible we should develop some adequate agency for the leadership of educational reconstruction. Suggests that the National education association take up this problem with a view to providing such an agency in connection with the Bureau of education.

1026. **Humanism and democracy.** Unpopular review, 10: 114-26, July-September 1918.

A criticism of educational conditions in the United States.

1027. **Judd, Charles Hubbard.** Democracy and American schools. Chicago, Ill., The University of Chicago press [1918] 15 p. 8°. (The University of Chicago war papers, no. 7)

1028. ———. The evolution of a democratic school system. Boston, New York [etc.] Houghton Mifflin company [1918] ix, 119 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

An effort to bring out explicitly some of the justifications for the reorganizations of the American school which are now under way. Gives particular approval to the junior high school movement. Traces the illogical break between our elementary and secondary schools to borrowing from the Prussian eight-year common school system. Recommends production of textbooks specially adapted to junior high school use.

1029. **MacCracken, John H.** A new era in education. Independent, 95: 193-94, 203, August 10, 1918.

Describes the efforts to coordinate the demands of Government upon education. Crystallization of educational opinion in favor of a National department of education.

1030. **Massachusetts. Board of education.** Report on investigation regarding establishing schools in county jails and houses of correction. January 1918. Boston, Wright & Potter printing co., state printers, 1918. 45 p. 8°.

1031. **Monroe, Paul.** Further consideration of Prussia and our schools. School and society, 7: 691-94, June 15, 1918.

Refutes the arguments that appeared in an article on Prussia and our schools in a recent issue of the New Republic, claiming that the great educational movement of the third and fourth decades of the nineteenth century was the fruit of Prussian autocracy, etc.

Professor Charles H. Judd answers Professor Monroe in School and society for June, p. 751-54, under the title "Shall we continue to imitate Prussia?" Professor Monroe replies under the title Shall we continue to advocate reforms by false arguments? in School and society, September 7, p. 290-94.

1032. **National education association.** A national program for education. A statement issued by the National education association commission on the emergency in education and the program for readjustment during and after the war. Washington, 1918. 27 p. 8°. (Commission series, no. 1)

Contents: I. The nature of the present crisis faced by the public schools of the United States.—II. The preparation, supply, and compensation of teachers.—III. The importance and needs of rural education.—IV. A complete program of physical and health education.—V. Problems of immigrant education and adult illiteracy.—VI. Compulsory continuation schools.—VII. The creation of a National department of education and the extension of national cooperation with the states in strengthening the public schools.

1033. **Rochester, Minn. Board of education.** Rochester public schools, Rochester, Minnesota. Report of the Board of education 1912-1918. [Rochester, Minn., Schmidt printing co., 1918] 208 p. front., illus., plates, diagrs. 8°.

Constitutes a survey of the Rochester schools

1034. **Roscoe, Frank.** An Englishman at the N. E. A. Nation, 107: 62-63, July 20, 1918.

Writer, a British representative at the conference, says: "Freshness of view and alertness of mind were the distinguishing features of the convention." Gives a résumé of the discussions.

1035. **Russell, James Earl.** Education for democracy. Teachers college record, 19: 219-28, May 1918.

Address before the Alumni association of Teachers college, February 22, 1918.

1036. **St. Louis, Mo.** School survey. Survey of the St. Louis public schools. St. Louis, Mo., Board of education, 1917. 7 v. 12°.

Director of the survey: Charles H. Judd.

CONTENTS.—Vol. I.—1. General statement, by C. H. Judd; 2. Administration and organization, by H. C. Morrison; 3. Appointment of teachers and teacher training, by C. H. Judd. Vol. II.—1. Non-promotions and two-quarter promotions in the elementary schools, by C. H. Judd; 2. Observations of elementary school instruction, by G. A. Mirick; 3. The curriculum situation, by J. F. Bobbitt; 4. Reading, by W. S. Gray; 5. Arithmetic, by C. H. Judd; 6. Handwriting, by F. N. Freeman; 7. Special schools, by W. F. Dearborn. Vol. III.—High schools, by A. B. Meredith. Vol. IV.—Finances, by H. O. Rugg. Vol. V.—1. Construction of school buildings, by W. R. McCornack; 2. Hygiene of school buildings, by F. B. Dresslar; 3. Use of elementary and high school class rooms, by S. O. Hartwell. Vol. VI.—1. Music, by J. B. Cragun; 2. Drawing, by F. H. Daniels; 3. Physical education, by G. W. Ehler. Vol. VII.—1. Child accounting and attendance, by H. C. Morrison; 2. Medical inspection, by E. A. Peterson.

Vol. VI not yet published.

1037. **St. Paul, Minn.** Survey commission. Report of a survey of the school system of Saint Paul, Minnesota. [St. Paul, 1917] 962 p. illus., fold. plates, tables. 8°.

Authorized by the City council of St. Paul, Minnesota, February 16, 1917.

Survey commission: George D. Strayer, chairman; Lotus D. Coffman, C. A. Prosser.

1038. **Schoolmasters' association of New York and vicinity.** Unpatriotic teaching in public schools. The facts concerning the transfer and dismissal of some teachers of the DeWitt Clinton high school. New York City, American defense society, inc., 1918. 39 p. 12°.

A report prepared by a committee of the Schoolmasters' association of New York and vicinity.

1039. **Toward the new education.** The case against autocracy in our public schools. (Being a reply to a pamphlet issued by the Schoolmasters' association of New York and vicinity and The American defense society, entitled, "Unpatriotic teaching in public schools.") [New York] Teachers' union of the City of New York [1918] 164 p. 8°.

1040. **Vincent, George E.** The Rockefeller foundation. A review of its war work, public health activities, and medical education projects in 1917. New York, 1918. 47 p. illus. 8°.

1041. **West, Andrew F.** The immortal conflict. School and society, 8: 31-35, July 13, 1918.

Delivered at the general meeting of the National education association in Pittsburgh, July 4, 1918.

Says the school's part in the immortal conflict is the struggle against ignorance. Discusses briefly formal discipline, election of studies, vocational education, and exclusive nationalism in culture.

FOREIGN COUNTRIES.

1042. **Besch, Émile.** Le lycée et l'école primaire. Revue universitaire, 27: 324-39, May 1918.

Discusses the relations between elementary and secondary education in France.

1043. **Foght, Harold W.** A survey of education in the province of Saskatchewan, Canada. A report to the government of the province of Saskatchewan . . . Regina, J. W. Reid, King's printer, 1918. 183 p. 8°.
1044. **Kahn, Ida.** An appeal to American returned students. Millard's review of the far east (Shanghai, China), 5: 131-34, June 22, 1918.
Advice to Chinese students educated in the United States.
1045. Letting down the English schools. *School and society*, 7: 740-42, June 28, 1918.
From the *London Nation*.
Shows the war's effect on education in England.
1046. **McConaughy, James L.** Germany's educational failure. *School review*, 26: 416-22, June 1918.
Criticizes the German school system as undemocratic. It fosters the caste system. It is a state-centralized system that is used for a most pernicious end.
1047. **Pécaut, Félix.** La guerre et les pédagogues. *Revue pédagogique*, 72: 315-22, May 1918.
The article concludes that the experience of the war has not discredited the French methods of education. The war has found France in progress, and no necessity is so far apparent for changing the directive principles of her pedagogy.
1048. **Peck, Harvey W.** Hun and humanist. *Sewanee review*, 26: 358-64, July 1918.
Says: "The emphasis placed by the Germans on detailed facts to the exclusion of generalizations and the cultivation of judgment . . . has contributed toward their inability to know either themselves or others." Describes German scholarship.
1049. **Roscoe, Frank.** Educational reconstruction in England. *School and society*, 8: 164-66, August 10, 1918.
Summary of an address of the British representative given at the Pittsburgh meeting of the National education association.
Child neglect in England—why a bill is wanted and what the bill proposes.
1050. ———. The English education bill. *Nation*, 107: 90-91, July 27, 1918.
An interesting review of educational conditions in England and a summary of the provisions of the education bill.
1051. **Wells, H. G.** The education of Joan and Peter. *New republic*, vol. 15-16, nos. 192-201, July 6-September 7, 1918, 10 instalments.
A comment in the form of a novel on modern education in England.

EDUCATION AND THE WAR.

1052. **Beesley, Thomas Quinn.** The problems ahead. *Catholic educational review*, 16: 32-40, June 1918.
The schools and the war. Discusses such problems as teachers' salaries and the shortage of teachers, the education of immigrants, training in citizenship, etc.
1053. **Brown, Charles A.** Address of the president of the Alabama educational association, Birmingham meeting, March 28-30, 1918. *Educational exchange*, 33: 14-18, May 1918.
How the schools can help win the war.
1054. **Hill, Clyde M. and Avery, John M.** The war book. [Montpelier] State of Vermont, State board of education, 1918. 106 p. 8°.
1055. **Johnson, C. V.** School administration and the war. *School index*, 4: 308-9, June 7, 1918.
Paper read before the Cincinnati schoolmasters club, May 11, 1918.
European mistakes, juvenile delinquency, farm work for children, the situation in this country, etc.
1056. **Kolbe, Parke R.** War work of the United States Bureau of education. *School and society*, 7: 606-9, May 25, 1918.
The stimulation of patriotic endeavor, the furtherance of international relations, and the study of war conditions in American schools.

1057. **Ling, Ping.** The public schools and food conservation. Pedagogical seminary, 25: 191-210, June 1918.

Shows how food conservation can be taught to advantage in connection with geography, current events, English, arithmetic, physiology and hygiene, and home economics, and tells how the schools can extend their influence to the homes through canning work in the community, food demonstrations, etc.

1058. ———. School children and food production. Pedagogical seminary, 25: 163-90, June 1918.

After giving typical examples of what some states have done in school and home gardens, the writer takes up the subject of school children and farm work, discussing such topics as age-limit, scholarship requirements, demand for farm labor, training children for farm work, educational value of farm work, etc.

1059. **Marty, Henri.** L'éducateur aux armées. Éducation, 10: 25-33, March 1918.

Writer says that the educator in military service has acquired notions of order, authority, and responsibility which should be applied in his profession after the war, for the improvement of the French schools.

1060. **Pasadena, Cal. High school.** The war and America. Part I-III, February-April 1918. Sacramento, California state printing office, 1918. 3v. 12°. (California. State board of education. Bulletin 24, pt. I-III)

CONTENTS.—I. Introd. war citizenship lessons.—II. Problems of finance, food and clothing.—III. Government and schools in war time.

1061. **Rogers, Roswell W.** Our high schools in war time. Mississippi educational advance, 8: [8-11] June 1918.

How the high schools may be used in war time.

1062. **Sisk, Horace.** War work—an important link in the educative process. Training school quarterly, 5: 141-43, September 1918.

What the war has done to vitalize the course of study.

1063. **Strayer, George D.** Plan to meet emergency in schools due to the war. Creation of National department of education discussed by head of Association—Better pay for teachers advocated. New York Times, July 21, 1918.

Reprinted.

1064. ———. The war savings campaign in the public schools. American review of reviews, 58: 169-71, August 1918.

Says that one of the great gains that is to come to America on account of the war is the development of a more thrifty people.

1065. **Teaching**, vol. 4, no. 1, April 1918. (The school and the war)

Contains: 1. P. P. Claxton: Education during the war, p. 6-12. 2. W. D. Ross: Education in war time—and after, p. 12-13. 3. C. F. Scott: The school and the war, p. 14-15. 4. Arthur Capper: Schools the foundation for democracy, p. 15-16. 5. Emerson Carey: The effect of the war on schools, p. 16-17. 6. Practical suggestions for war service work in schools, p. 17-45. 7. Teachers' directory for patriotic service, p. 45-47. 8. War activities in Kansas schools, p. 48-54.

1066. **Wright, Robert H.** The place of public education in the present world crisis. Training school quarterly, 5: 136-40, September 1918.

Commencement address delivered at the Eastern Carolina teachers training school.

EDUCATIONAL THEORY AND PRACTICE.

1067. **Armani, Tarquinio.** Le basi della cultura in una questione di riforma. Rivista pedagogica, 11: 289-305, May-June 1918.

1068. **Caldwell, Otis W.** An experimental school. Education, 38: 694-705, May 1918.

Work of the Lincoln school described.

1069. **Charters, W. W.** The inadequacy of principles of teaching. Educational administration and supervision, 4: 215-21, April 1918.
1070. **Ciancio, Francesca.** Sul concetto di cultura. Rivista pedagogica, 11: 306-21, May-June 1918.
1071. **Cooper, Lane.** Two views of education. Sewanee review, 26: 333-50, July 1918.
Contrasts the views of John Calvin and Jean Jacques Rousseau—philosophical, religious, and educational. Has something to say on the teaching of the classics.
1072. **Donnelly, Francis P.** Lack of unity in modern education. America, 19: 437-39, August 10, 1918.
Shows the evils of excessive specialization in school work and advocates the centering of attention on expression as the chief purpose of language study from the early grades up to the first years of college, subordinating the rest of the course to the art of "writing" and speaking.
1073. **Eliot, Charles W.** The modern school. Education, 38: 659-67, May 1918.
Work and ideals of the Lincoln school described.
1074. **Grabo, Carl H.** Education for democratic leadership. American journal of sociology, 23: 763-78, May 1918.
Says that the aim of education should be "to strengthen by the study of present institutions, political and economic, the idea that these may increasingly be altered in conformity to better ideals as we become intelligent and unselfish."
1075. **Judd, Charles Hubbard.** Introduction to the scientific study of education. Boston, New York [etc.] Ginn and company [1918] xii, 333 p. 12°.
1076. **Krebs, Henry C.** Being a good teacher. Philadelphia, New York [etc.] Hinds, Hayden & Eldredge, inc. [1918] 153 p. 16°.
1077. **Shorey, Paul.** "The modern school." Education, 38: 668-84, May 1918.
A reply to Dr. Eliot's article in same number of Education.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1078. **Drummond, Margaret.** The dawn of mind; an introduction to child psychology. London, E. Arnold, 1918. 179 p. front. 12°.
1079. **Hug-Hellmuth, H. von.** A study of the mental life of the child. Psychoanalytic review, 5: 291-322, July 1918.
Continued from preceding number. Discusses reasoning of the child.
1080. **Jastrow, Joseph.** The psychology of conviction, a study of beliefs and attitudes. Boston and New York, Houghton Mifflin company. 1918. 387 p. 8°.
The book asks how far our convictions, which are born of emotion and nurtured by convention, can be modified or controlled by reason. Among the chapters are the following: The democratic suspicion of education, p. 218-45; The feminine mind, p. 280-325.
1081. **King, Irving.** Further data on the magnitude and rate of changes in adolescence. Educational review, 56: 19-27, June 1918.
A study based on data obtained from 386 college students mostly juniors and seniors, 303 women and 83 men.
1082. **Knowlson, Thomas Sharper.** Originality, a popular study of the creative mind. London, T. W. Laurie, ltd., 1917. 304 p. 8°.
Author says that in order to inquire into the nature of originality we must study the nature of genius, which is mind working on its own higher planes, and thus has a natural history as well as natural laws of operation. It is possible to study the whole of the phenomena of originality by means of the accepted truths of psychology, biology, physical geography, and sociology. The book includes chapters on Defective home training, False education, and the Lack of a science of reading.

1083. **Kornhauser, Arthur W.** The economic standing of parents and the intelligence of their children. *Journal of educational psychology*, 9: 159-64, March 1918.

"One thousand school children were grouped into three classes according to their advancement in school, and the economic status of their parents was deduced from the possession or lack of a telephone. The correlation between school advancement and possession of a telephone was 0.61."

1084. **Morcerf, Robert.** Education by association. *Journal of the Association of collegiate alumnae*, 11: 631-37, June 1918.

The development of a normal boy who did not go to school till he had passed his sixteenth birthday.

1085. **Terman, Lewis M. and Wagner, Dorothy.** Intelligence quotients of 68 children in a California orphanage. *Journal of delinquency*, 3: 115-21, May 1918.

1086. **Thomson, Margaret.** The adolescent and the schools. *English journal*, 7: 383-87, June 1918.

1087. **Waddle, Charles W.** Introduction to child psychology. Boston, New York [etc] Houghton Mifflin company [1918] 317 p. 12°.

Bibliography at end of most of the chapters.

EDUCATIONAL TESTS AND MEASUREMENTS.

1088. **Anderson, C. J.** The use of the Woody scale for diagnostic purposes. *Elementary school journal*, 18: 770-81, June 1918.

Results of a study in which the Woody scale in division was used, both in rating the division work of pupils and in ascertaining what kind of errors pupils make in division. Illustrated with graphs.

1089. **Bagster-Collins, E. W.** A brief study showing the relation between the vocabulary and the treatment of the annotated reading test. *Modern language journal*, 2: 341-51, May 1918.

1090. **Bell, J. Carleton.** A test in first year chemistry. *Journal of educational psychology*, 9: 199-209, April 1918.

A preliminary account of this study was read before the Chemistry section of the Central association of teachers of school science and mathematics at Columbus, Ohio, December 1, 1917, and appears in the May number of *School science and mathematics*.

1091. **Bliss, Don C.** Methods and standards for local school surveys; with introduction by George Drayton Strayer. Boston, New York [etc.] D. C. Heath & co. [1918] xxiv, 264 p. 12°.

1092. ———. Standard tests and a basal method of teaching reading. *Elementary school journal*, 18: 795-801, June 1918.

1093. **Bovet, Pierre.** Le rendement de l'école—pourquoi nous ne sommes pas encore à même de le mesurer. *Éducation*, 10: 13-24, March 1918.

By the director of the Institut J.-J. Rousseau at Geneva, the "school of educational sciences." A paper introductory to a description of the work of the school.

1094. **Cotton, Carl.** The results of some classroom measurements. *Elementary school journal*, 18: 802-6, June 1918.

Work of the various grades in Portsmouth, N. H., schools, from the fourth to the eighth inclusive, was measured in the four fundamentals of arithmetic, spelling, writing, and composition and reading during November and December, 1917, and again in the spring of 1918.

1095. **Courtis, S. A.** The measurement of high school mathematics. School science and mathematics, 18: 507-26, June 1918.
1096. **Gray, C. Truman.** A comparison of two types of learning by means of a substitution. Journal of educational psychology, 9: 143-58, March 1918.
 "Gray's substitution test is constructed according to a rational plan. The question considered is what differences in learning are noticeable in subjects who know the plan and work in accordance with it, as compared with those who are unaware of the existence of a plan and form their associations in a purely mechanical fashion."
1097. **Ide, Gladys G.** The Witmer formboard and cylinders as tests for children two to six years of age. Psychological clinic, 12: 65-88, May 15, 1918.
 Writer says: "Failing as clinical material for children of five years, it still possesses value as didactic material where time does not limit the observation."
1098. **Kerr, James.** Standard measurements for school children. School hygiene (London) 9: 4-15, April 1918.
 Address before Medical officers of schools associations, London, England. Statistics and graphs.
1099. **Lewis, E. O.** The Binet and point-scale methods of testing intelligence. Journal of experimental pedagogy and training college record (London) 4: 198-202, March 5, 1918.
1100. **New York (City) Dept. of education.** Division of reference and research. Report on some measurements in spelling in schools of the borough of Richmond, City of New York. [New York, 1918] 88 p. 8°. (Publication no. 16)
1101. **O'Hern, Joseph P.** Practical application of standard tests in spelling, languages, and arithmetic. Elementary school journal, 18: 662-79, May 1918.
 Tests made in Rochester, N. Y. Comparison with Cleveland and Grand Rapids schools. Writer says the more the standard tests are used the more he is convinced that these tests are useful, not only for the purposes of diagnosis and comparison, but also for the purpose of locating new pupils in their right grade.
1102. **Pintner, Rudolf.** The mental survey. New York, London, D. Appleton and company, 1918. 116 p. 8°.
1103. **Pintner, Rudolf and Toops, Herbert A.** A drawing completion test. Journal of applied psychology, 2: 164-73, June 1918.
1104. ———. A revised directions test. Journal of educational psychology, 9: 123-42, March 1918.
 "Two directions tests, easy and hard, were devised by Woodworth and Wells in 1911, but as yet no forms have been published. The authors gave these tests to more than a thousand children, and present the results in this paper. From their experience with these tests they derive a revised directions test with a wider range of difficulty."

SPECIAL METHODS OF INSTRUCTION.

1105. **Cross, Allen and Statler, Nellie Margaret.** Story-telling for upper grade teachers. Chicago, New York, Row, Peterson and company [1918] 299 p. 12°.
 Bibliography: p. 265-296.
1106. **Woodhull, John F.** The project method in the teaching of science. School and society, 8: 41-44, July 13, 1918.
 Abstract of an address delivered before the Schoolmasters' conference held at the University of Pennsylvania, April 11, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1107. Judd, Charles Hubbard, *and others*. Reading: its nature and development. Chicago, Ill., The University of Chicago press [1918] 192 p. tables, diagrs. 8°. ([Supplementary educational monographs, v. 10, no. 4, July 1918])

With the cooperation of William Scott Gray, Katherine McLaughlin, Clarence Truman Gray, Clara Schmitt, Adam Raymond Gilliland.

1108. Spaulding, Frank E. and Bryce, Catherine T. Learning to read. A manual for teachers using the Aldine readers. New York, Newson & company [1918] 243 p. 12°.

At head of title: Revised edition, 1918.

LITERATURE.

1109. Cestre, Charles. A French method of teaching literary criticism. English journal, 7: 355-63, June 1918.

Discusses the exercise known in French universities as "commentary upon a text," which is "a practical means of making actually living and vital the literary knowledge communicated to the students in the courses *ex cathedra*, and of training the students to personal and original thought."

ENGLISH AND COMPOSITION.

1110. Condon, Anna A. A series of motivated language lessons introducing description as a new form of composition. Elementary school journal, 18: 782-94, June 1918.

Gives lessons, and examples of some of the best compositions from a group of children in the Rogers school, Stamford, Conn.

1111. Hinckley, Theodore B. Drama and the English course. School review, 26: 423-37, June 1918.

Value of the drama in high school course; it stimulates class discussion. Work in the University high school, University of Chicago, where a new course in drama has been formulated.

1112. MacMinn, George R. Pains and palliatives in teaching English composition. Sewanee review, 26: 301-12, July 1918.

A satirical article dealing with teachers of English, their status and methods of work.

1113. Parkinson, Laura D. Variety in assignments for written composition. English journal, 7: 371-76, June 1918.

Subjects drawn from commercial life are of engrossing interest to high-school students, says the writer.

MODERN LANGUAGES.

1114. New England modern language association. Bulletin, vol. 8, May 1918. 86 p. 8°. (Bertha Vogel, Secretary, South Boston high school, Boston, Mass.)

Contains: 1. C. A. Downer: High-pressure methods for teaching French to soldiers, p. 3-15. 2. J. D. M. Ford: Spanish as a subject for entrance to college, p. 16-18. 3. F. B. Luquiens: Spanish as a college substitute for French or German, p. 18-22. 4. Lillian L. Stroebe: The summer schools as a war-time substitute for study abroad, p. 23-42.

1115. Davis, C. O. The probable future of the study of German in the public schools of Michigan. School and society, 7: 744-50, June 22, 1918.

Results of a questionnaire sent to the high schools of Michigan to determine the decline in the study of German during 1917-1918, the nationality of the teachers of German, the reasons for the opposition to its study, etc.

1116. **Harrington, John Walker.** A survey of the country's action against the German language. *Publishers' weekly*, 94: 189-91, July 27, 1918.
Reprinted from *New York Times*.
1117. **Haxo, Henry.** The status of foreign language teaching in Montana. *Intermountain educator*, 13: 3-10, June 1918.
The status of German, French, Spanish, and Latin in the high schools of Montana. This article was written before the promulgation by the Montana state council of defense prohibiting the study of the German language in the public schools.
1118. **Highet, Mary E.** Conservation of the German language as a war measure. [*Elmira college, Elmira, N. Y., 1918*] 7 p. 8°.
1119. **Lenz, Frank B.** Teaching English to Chinese students. *Educational review*, 113: 659-64, June 1918.
An exposition of the direct, practical, natural way of learning any language.
1120. **Peers, F. Allison.** Accuracy in French free composition. *Journal of experimental pedagogy and training college record (London)* 4: 167-75, March 5, 1918.
Advocates the direct method of teaching modern languages. To be concluded.
1121. "Polites," *pseud.* The Magna Charta of modern studies. *Contemporary review*, 113: 659-64, June 1918.
Criticizes the ultra-specialization of modern education. Says there are everywhere signs of a reaction in favor of synthesis and reintegration. Lays emphasis on the study of modern languages, and reviews the Report of the Committee to enquire into the position of modern languages in the educational system of Great Britain.
1122. **Super, Charles W.** A substitute for German. *Ohio educational monthly*, 67: 221-25, June 1918.
Advocates that no foreign language should be taught in the elementary grades and that in the high school only Latin be taught.
1123. **Swiggett, Glen Levin.** Why we should study Russian: the nation's need. *School and society*, 7: 640-44, June 1, 1918.
Urges the study of Russian for commercial purposes.
1124. **Wilkins, Lawrence A.** Spanish in the high schools; a handbook of methods with special reference to the junior high schools. Chicago, New York [etc.] B. H. Sanborn & co., 1918. 265 p. 12°.
This book is believed to apply equally well to the junior high school, named in the title, to the present four-year high school, and to the new senior high school. The author is head of the department of Spanish, DeWitt Clinton high school, New York city, and in charge of modern languages in the New York city high schools.
1125. ———. Wastage in modern language instruction. *Bulletin of high points in the teaching of modern languages in the high schools of New York city*, 2: 1-6, April 1918.
1126. ———. Why teach German in the high schools? *Bulletin of high points in the teaching of modern languages in the high schools of New York city*, 2: 1-7, May 1918.
Gives the reasons that have been advanced for studying the German language in the high school and shows that there is no further need for German in the schools.

ANCIENT LANGUAGES.

1127. **Agard, Walter R.** A new drive for Greek. *Sewanee review*, 26: 351-57, July 1918.
A plea for the study of Greek, also presents a plan for interesting students in Greek culture through literary masterpieces in translation, etc.

1128. **Crouch, Eugene M.** The problem of Latin in secondary schools. *Educator-journal*, 18: 578-83, July 1918.

Does not approve of Latin in the high schools except for the exceptional student who has a talent for language.

1129. **McCrea, Nelson G.** Notes on the results of the college entrance examinations in Latin. *Classical journal*, 13: 658-69, June 1918.

Paper read at the 13th annual meeting of the Classical association of New England, Windsor, Conn., March 23, 1918.

1130. **Painter, George S.** Problem of language study. *Classical journal*, 13: 629-43, June 1918.

Says that if we are to have "a profound and genuine scholarship, we can never afford to turn away from the classics as the basal implements of science and learning."

HISTORY.

1131. **Buell, Bertha G.** History in the primary grades—why and what. *American schoolmaster*, 11: 242-51, June 15, 1918.

1132. **Simpson, Mabel E.** Supervised study in American history. New York, The Macmillan company, 1918. 278 p. 12°.

Bibliography: p. 269-271.

1133. **Williams, Mary Wilhelmine.** Outline for the incidental study of Latin-American history in secondary schools. *History teacher's magazine*, 9: 335-37, June 1918.

GEOGRAPHY.

1134. *Journal of geography*, vol. 16, no. 10, June 1918. (Geographical directory and hand book)

Contains: 1. A list of 120 selected articles on geography in schools and colleges, p. 361-67. 2. Modern text books and reference books, p. 368-74. 3. Supplementary geographical material for use in the grades, p. 374-76. 4. Reports of committees and individual investigators, p. 377-78. 5. Geographical readers in series, p. 378-80. 6. List of articles on the teaching of geography in educational magazines, p. 381-84. 7. Summer courses in geography, p. 403-6.

MATHEMATICS.

1135. **Association of mathematics teachers of the Middle states and Maryland.** Report of the committee on elementary-school mathematics. *Mathematics teacher*, 10: 198-204, June 1918.

Harrison E. Webb, chairman.

1136. **Moore, Ernest C.** Does the study of mathematics train the mind specifically or universally? A reply to a reply. *School and society*, 7: 754-64, June 29, 1918.

A reply to an article by Robert E. Moritz in *School and society* for April 27, 1918.

1137. **Rugg, Harold Ordway and Clark, John Roscoe.** Scientific method in the reconstruction of ninth-grade mathematics; a complete report of the investigation of the Illinois committee on standardization of ninth-grade mathematics, 1913-1918. Chicago, Ill., The University of Chicago press [1918] 189 p. tables (1 fold.) diagr. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. II, no. 1. . . . whole no. 7, April 1918.)

Reviewed by W. B. Owen in the *School review*, 26: 451-55, June 1918.

1138. Stone, John C. The teaching of arithmetic. Chicago, New York [etc.] B. H. Sanborn & co. [1918] 262 p. 12°.
- A discussion of the aims and purposes of a course in arithmetic and of the methods of presenting each arithmetical topic which belongs in the elementary schools.

SCIENCE.

1139. Central association of science and mathematics teachers. Proceedings of the seventeenth meeting . . . held at the Ohio state university, Columbus, November 30 and December 1, 1917. 168 p. 8°. (A. W. Kavanaugh, secretary, Lewis institute, Chicago, Ill.)
- Contains: 1. L. H. Bailey: The science element in education, p. 7-11. 2. F. T. Jones: Report of committee on science in the high school of tomorrow, p. 11-15. 3. M. M. Wells: The relation of ecology to high school biology, p. 39-46. 4. F. D. Barber: The reorganization of high school science, p. 59-74. 5. J. P. Goode: A unit course in economic geography for the high school, p. 90-97. 6. G. D. Hubbard: Reasons for giving geography a greater place in the high schools, p. 98-111. 7. S. A. Courtis: The measurement of high school mathematics, p. 129-48. 8. J. A. Culler: Science in the war, p. 157-64.
1140. Howe, C. M. What eighty teachers think as to the aims and subject matter of general science. *General science quarterly*, 2: 445-58, May 1918.
- Results of a questionnaire sent to 160 teachers of general science.
1141. Johnson, E. H. The newer demands on physics and physics teachers. *Science*, n. s. 48: 101-8, August 2, 1918.
- Discusses the scientific trend of the times.
1142. Meister, Morris. Science work in the Speyer school. *General science quarterly*, 2: 429-45, May 1918.
- Paper read at the Science round table, Teachers college alumni conferences of 1918.
- The project method of science teaching and other activities in the teaching of sciences in the Speyer school, New York.
1143. Nichols, M. Louise. A remedy for the congestion of subject matter in general science. *General science quarterly*, 2: 458-68, May 1918.
1144. Ruch, G. M. General science in the University high school, Eugene, Oregon. *School review*, 26: 393-400, June 1918.
- Outlines a course in science. Seeks to accomplish three things: "(1) To make the work strictly experimental by using the laboratory approach to all topics. This is then supplemented by a study of text-book materials. (2) To use the inductive method as widely as possible. (3) To incorporate some of the desirable features of the problem method of instruction."
1145. Trafton, Gilbert H. The teaching of science in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1918] 293 p. 12°.
- Bibliography: p. [285]-288.
1146. Van Cleave, H. J. The influence of high school biological courses upon grades of university freshmen in zoology. *School science and mathematics*, 18: 483-91, June 1918.
- Concludes that the study of or omission of zoology in high school has little influence upon the kind of work done by students in this same subject in college or university classes.
1147. Wiley, William H. An experimental study of methods in teaching high school chemistry. *Journal of educational psychology*, 9: 181-98, April 1918.
- A study to determine the best of three methods of teaching chemistry—the text-book recitation method, the so-called lecture method, and the laboratory method.
1148. Woodhull, John F. The teaching of science. New York, The Macmillan company, 1918. 249 p. 12°.

MUSIC.

1149. Music teachers' national association. Papers and proceedings . . . at its thirty-ninth annual meeting. New Orleans, December 27-29, 1917. Hartford, Conn., Pub. by the Association, 1918. 248 p. 8°. (William Benbow, secretary, 825 Elmwood avenue, Buffalo, N. Y.)

Contains: 1. J. L. Erb: Problems of the music teacher, p. 9-18. 2. K. W. Gehrkins: Report of the committee on public school music, p. 82-87. 3. C. H. Farnsworth: Why teach appreciation? p. 88-94. 4. F. H. Ripley: How to promote musical appreciation without technical work, p. 95-104. 5. Max Schoen: The preparation of the rural school teacher for work in music appreciation, p. 105-8. 6. Mary L. Regal: Music appreciation in the high school, p. 109-15. 7. R. G. McCutchan: Community music and the Council of defense, p. 116-24. 8. Max Schoen: The significance of music in the rural school and community to the rural life problem and to the musical progress of the United States, p. 125-32. 9. F. C. Bornschein: The juvenile orchestra, p. 162-69. 10. J. L. Erb: What the music teacher can do to help win the war, p. 195-98. 11. C. B. Cady: Standardization: a protest, p. 202-208. 12. C. H. Farnsworth: The middle ground in standardization, p. 209-12.

1150. Knapp, Ida C. Musical activities with little children. Kindergarten and first grade, 3: 223-30, June 1918.

1151. Morgan, Mae S. The value of teaching music in the public schools. Nebraska teacher, 20: 459-60, 462, 464, June 1918.

1152. Taylor, David C. The melodic method in school music. A manual for teachers and supervisors. New York, The Macmillan company, 1918. 171 p. 12°.

ELOCUTION.

1153. Fennecrook, Elva M. A fundamental course in speech training. Quarterly journal of speech education, 4: 271-89, May 1918.

Urges the creation of laboratories for speech experimentation. Outlines a course of speech training for college freshmen.

1154. Wilds, Ebner H. Speech education in normal schools. Quarterly journal of speech education, 4: 304-10, May 1918.

Says there is a great lack of standardization, not only in respect to number of courses, but even in the nature of the courses.

RURAL EDUCATION.

1155. Conference on rural education. State normal school, Worcester, Mass., March 15, 1918. [Papers] Education, 38: 733-91, June 1918.

Contains: 1. W. B. Aspinwall: Making citizenship training effective, 733-39. 2. A. B. Hart: The lesson of the obligation of citizenship, p. 740-54. 3. L. S. Mills: Purposes, sources and methods in the teaching of citizenship, p. 755-66. 4. H. G. Brown: The part of normal schools in the training of the new citizenship, p. 767-71. 5. A. G. Webster: Foreign versus American ideals of citizenship, p. 772-74. 6. T. M. Osborne: The man, the citizen and the community, p. 775-91.

1156. The Banker-farmer, vol. 5, no. 8, July 1918. (Rural education number)

Contains: 1. J. L. McBrien: Give 7,000,000 children a chance. Consolidate by federal and state aid in a ten-year nation-wide drive, p. 2-3. 5. 2. J. C. Muerman: What consolidation means. Better rural education is a war-and after the war-measure, p. 6-7. 3. Lee Driver: Consolidation in Indiana. What the consolidated school has meant to Randolph county, p. 10-11.

1157. Educational administration and supervision, vol. 4, no. 4, April 1918. (Rural school number)

Contains: 1. L. W. Rapeer: Rural school consolidation and national consolidation, p. 179-88. 2. E. C. Higbie: Rural education in a middle border county, p. 189-98. 3. C. L. Phelps: A study of 292 rural schools of California with reference to age-grade distribution and other educational conditions, p. 199-208. 4. A. G. Crane: Training principals for rural consolidated schools in North Dakota, p. 209-14.

1158. Holton, Edwin L. and Strickland, V. L. A score card for rural schools. Manhattan, Kans., The College, 1918. 14 p. 8°. (Kansas state agricultural college bulletin, vol. 2, no. 9, June 15, 1918)
1159. Leighton, Etta V. Re-Americanizing the rural school. American school, 4:141-42, May 1918.
1160. Magers, S. D. Improvement in rural school organization. American schoolmaster, 11:206-12, May 15, 1918.
Reprinted from the Quill, published by the Northern state normal school, Marquette, Michigan.
Deals particularly with the consolidated schools.
1161. Rapeer, Louis W. School administration and the consolidated rural school. American education, 21:492-96, June 1918.
1162. Wilson, G. M. Rural education in Denmark. Midland schools, 62:282-84, May 1918.
The elementary school, the folk high school, and the agricultural high schools.

SECONDARY EDUCATION.

1163. Davis, C. O. Accrediting secondary schools. American school board journal, 57:27-29, 69, August 1918.
An address delivered in Chicago, March 16, 1918, before the North central academic association.
The advantages of accrediting, the disadvantages of group inspection, the routine of accrediting, reaccrediting by inspection, two present day accrediting agencies, etc.
1164. Guenot, H. Mémoire et culture. Revue universitaire, 27:247-58, April 1918.
Denies the assertions made by various writers in the Grande revue that current secondary education appeals too much to memory, that its programs are overloaded, and that it fails in its object, which should be to learn how to learn.
1165. MacLaren, Susanna M. The justification of the junior high school. American schoolmaster, 11:267-72, June 15, 1918.
Gives a list of the advantages which have been found to come from the junior high schools.
1166. Parker, Samuel Chester. Exercises for "Methods of teaching in high schools." A problem-solving method in a social science. Boston, New York [etc.] Ginn and company [1918] 261 p. illus. 12°.
1167. Proctor, William M. Union versus single district high schools. A comparison of the high school systems of Washington, Oregon, and California. Educational administration and supervision, 4:146-54, March 1918.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1168. Brown, J. C. State normal schools and the war. School and society, 7:694-99, June 15, 1918.
Read before the National council of normal school presidents at Atlantic City, February, 1918.
The data given relate to (1) Changes in enrolment in the normal schools within the last year and the causes of these changes, (2) The scarcity of teachers, causes and remedies, and (3) Changes that have been made or are soon to be made in normal-school courses because of the war.
1169. The Carnegie foundation for the advancement of teaching. School and society, 7:710-14, June 15, 1918.
Concluding part of "A statement to the teachers in the associated colleges and universities" on the new plan of pensioning teachers.
1170. Curtis, Henry S. Pedagogy versus matrimony. School and society, 8:79-82, July 20, 1918.
Advocates the married woman as a teacher.

1171. Davidson, Percy E. University training for school supervision: a suggested program, with a partial report of opinion and some implications. *Educational administration and supervision*, 4: 227-34, April 1918.
Communicated to the annual meeting of the Society of college teachers of education, Atlantic City, February 25, 1918, at the invitation of the chairman.
1172. Doolittle, A. A. The measure of the teacher's work. *Bulletin of the High school teachers' association of the District of Columbia*. 11: 6-13, May 1918.
Report of the committee on school administration, showing the number of teaching periods, number of pupils, number of pupil periods, routine duties of the teachers, etc.
1173. Downey, Helen M. Old and young teachers. *Pedagogical seminary*. 25: 117-40, June 1918.
Gives the results of a questionnaire, showing that age in disposition is what counts for the teacher. Says that "Just so long as he retains certain dispositional qualities, the older teacher is the superior of the young teacher, by virtue of his wider experience and greater knowledge, which latter, however, become as sounding brass if he have not the former."
1174. Furst, Clyde and Kandel, J. L. Pensions for public school teachers. A report for the committee on salaries, pensions and tenure, of the National education association. 1918. 77 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin number twelve, 1918)
Advance proof subject to revision.
Brief bibliography: p. 75-77.
1175. Guie, Enola B. Purposes and welfare of the teachers. *Pennsylvania school journal*, 66: 517-20, May 1918.
Teaching as a profession, its purposes and conditions making for efficiency.
1176. Harris, T. H. Necessary support of public schools. *Southern school work*, 6: 391-95, April 1918.
The question of teachers' salaries in Louisiana and a plan for increasing salaries and thereby retaining teachers in the schools.
1177. Kandel, I. L. The war and teachers' salaries, England and Wales. *School and society*, 7: 773-76, June 29, 1918.
1178. Kennedy, Joseph. The profession of teaching. *Quarterly journal of the University of North Dakota*, 8: 365-67, July 1918.
Discusses the characteristics of a profession and compares teaching with the other professions.
1179. Merriman, Eugene D. Evaluating teaching service. *Educator-journal*. 18: 521-24, June 1918.
Advocates four methods of making criticism effective (1) Suggestion to individual teachers, (2) Conferences with groups of teachers, (3) Illustrative teaching, and (4) The use of standard measurements. Says that these four methods will secure the most effective results for the supervisor.
1180. New Jersey. Bureau of state research. Teachers' retirement systems in New Jersey. Their fallacies and evolution. *New Jersey state research*, 5: no. 5, supp. p. 1-48, February 1918. (Consecutive no. 10)
Introduction and Part I.—Chap. I. Establishment of retirement fund and its fallacies.—Chap. II. Failures of the "one per cent" fund.—Chap. III. Compulsory clause and the confusion of 1906.—Chap. IV. Period 1907-1917.—Chap. V. The state pension and its effect on the fund.—Appendices.
Part II will be published as consecutive no. 12.
1181. Ogden, R. M. The training course for psychological examiners at Cornell university. *Journal of applied psychology*, 2: 179-85, June 1918.
1182. O'Shea, M. V. An open letter relating to the training of teachers. *Wisconsin journal of education*, 50: 126-31, May 1918.
Discussed by Elmer H. Wilds in the *Wisconsin journal of education* for June, pages 155-60, under the title "The place of the normal school in the training of teachers."

1183. Ritter, Elmer L. Rating of teachers in Indiana. *Elementary school journal*, 18: 740-56, June 1918.

Study based on a questionnaire sent out during July, 1916, to all supervisors, in Indiana, who give success grades; data gathered personally by the writer, etc. Says that among 1,752 teachers, "the grade teachers have the lowest median success grade, the special teachers next, the high school teachers third, and the kindergarten teachers highest."

1184. The salaries of teachers and the cost of living. *School and society*, 7: 622-30, 655-60, May 25, June 1, 1918.

Shows what has been done in a number of cities toward raising the salaries of teachers.

1185. Scientific measurements and the unmeasurable. *Porto Rico school review*, 2: 14-20, June 1918.

Measuring the efficiency of teachers.

1186. Smith, Walter R. Our present educational crisis. *Kansas teacher*, 7: 7-9, June-July 1918.

Discusses the danger of lowering the personnel of the teaching body, resulting from the shortage of teachers and poor salaries.

1187. Van Hise, Charles R. Outline of statement in regard to three and four year courses in normal schools. *Wisconsin journal of education*, 50: 161-68, June 1918.

Says in conclusion that the proposed plan of extending the normal school courses to four years means a greatly increased cost of the normal school system. Still more important, the proposed plan involves the abandonment of the sound educational policy which has hitherto been followed.

1188. Webb, Hanor A. The typical teaching conditions of the faculties of southern normal schools. *Elementary school journal*, 18: 652-61, May 1918.

Study based on data obtained in 1916 from 15 state normal schools in the South. Illustrated with graphs.

1189. Wilson, G. M. Instruction for teachers of agriculture under the Smith-Hughes vocational education law. *School and society*, 7: 520-23, May 4, 1918.

An address delivered before the Agricultural section of the National society for the promotion of industrial education, Philadelphia, February 21, 1918.

HIGHER EDUCATION.

1190. Association of American colleges bulletin, vol. 4, no. 4, May, 1918. 24 p. 8°.

The War department's plan of military training for colleges, The emergency council of education, "Rapprochement intellectuel" between France and the United States, College women and the war, Educational activities in national army camps, The National research camps.

1191. Association of American universities. *Journal of proceedings and addresses of the nineteenth annual conference*, held at the State university of Iowa, November 9-10, 1917. 106 p. 8°. (Herman V. Ames, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. John Dewey: The modern trend toward vocational education in its effect upon the professional and non-professional studies of the university, p. 27-32; Discussion, p. 32-35. 2. Discussion of "The advantages and disadvantages of the organization of the university year into four quarters, or of a continuous session throughout the year," p. 35-48. 3. E. R. Cumings: What provisions should be employed to enlist in behalf of scholarship the interests and ambitions of the ablest students? p. 50-63; Discussion, p. 63-68. 4. Outside professional engagements by members of professional faculties—From the point of view of the medical school, by T. C. Janeway, p. 72-80; From the point of view of the law school, by H. M. Bates, p. 80-87; From the point of view of the university in general, by C. L. Cory, p. 87-94; Discussion, p. 94-98.

1192. Association of urban universities. Third annual meeting at New York City, November, 1917. Report on field work. 1917-1918. 103 p. 8°. (Frederick B. Robinson, secretary, College of the City of New York, New York, N. Y.)

A complete report of the Committee on field work and an account of the third annual meeting.

1193. Art publication society, St. Louis, Mo. Statistical department. College music credits statistics. 1918. 11 p. 12°.

Gives a list of the colleges giving credit for music.

1194. Ball, W. W. Rouse. Cambridge papers. London, Macmillan and co., limited, 1918. 326 p. 8°.

History of Cambridge university, England.

1195. Bee, Helen E. A belated college course: its possibilities. Journal of education, 87: 591-93, May 30, 1918.

Shows the main advantages to be gained from a belated college course.

1196. Capen, Samuel P. The status of the land-grant college. Educational review, 56: 1-11, June 1918.

Status as outlined in reports of surveys made by the U. S. Bureau of education. Among other recommendations urges "the concentration of all senior college and graduate work in engineering, except agricultural and industrial engineering, at the state university and the development of only junior college courses in engineering branches, exceptions being made of agricultural and industrial engineering again, at the land-grant college."

1197. Carpenter, William H. Higher education in Great Britain. Educational review, 56: 59-65, June 1918.

A review of G. E. MacLean's bulletin on Studies in higher education in England and Scotland, etc., published by the U. S. Bureau of education. Describes it as "an admirably written account of educational conditions in their historical evolution, of their tendencies and directions, and of their significance in the intellectual life of the nation."

1198. Cornell university faculty. Committee on the alumni inquiry regarding the recognition of scholarship. A movement for greater recognition of scholarship. Engineering education, 8: 422-43, May 1918.

Report of the committee.

1199. Dawson, Percy M. University ideals and their limitations. Science, n. s., 47: 547-56, June 7, 1918.

1200. Hollister, R. D. T. Common faults in college orations. Quarterly journal of speech education, 4: 311-23, May 1918.

1201. Kane, Thomas Franklin. The installation address of the president of the University of North Dakota. School and society, 8: 121-31, August 3, 1918.

Address delivered at Grand Forks, N. D., June 19, 1918.

Aims and ideals of a state university with particular reference to the University of North Dakota.

1202. Lodge, Sir Oliver. University development and a new degree. Nineteenth century, 84: 87-96, July 1918.

Higher degrees in English universities discussed. A plea for a new degree for research work in science.

1203. McVey, Frank L. The spirit of the university. School and society, 7: 721-24, June 22, 1918.

Synopsis of the installation address of President Frank L. McVey, University of Kentucky, June 4, 1918.

1204. Neilson, William Allan. The inaugural address of the President of Smith college. School and society, 8: 61-68, July 20, 1918.

Discusses principally the under-graduate and the curriculum.

Also in Smith alumnae quarterly, 9: 281-91, July 1918.

1205. Pond, R. S. Personal distribution of grades at the University of Georgia, and a comparison of this distribution with that of some other universities and colleges. [Athens, Ga., The University, 1918] 11 p. 1 fold. pl., tables. 8°. (Bulletin of the University of Georgia, vol. XVIII, no. 3a, March 1918)
1206. Rine, Victor. Harvard lights and shadows; college sketches in war times. Boston, Gorham press, 1918. 103 p. front., pl. 12°.
1207. Sharpless, Isaac. The story of a small college. Philadelphia, The John C. Winston company, 1918. 237 p. front. (port.) plates. 8°. Account of the development of the ideals and policy of Haverford college.
1208. Smith, George Adam. The universities and the war. University record, 4: 119-28, July 1918.
Delivered on the occasion of the 107th convocation of the University of Chicago, June 11, 1918.
1209. Trustees and faculties, by Academicus. Nation, 106: 618-20, May 25, 1918.
1210. A university in a university court; by Censor peregrinus. Nation, 106: 732-34, June 22, 1918.
An account of the trial by the university regents of professors of the University of Nebraska whose attitude toward the war had been questioned.
1211. Veblen, Thorstein. The war and the higher learning. Dial, 65: 45-49, July 18, 1918.
Discusses the future of scientific studies in the United States.

SCHOOL ADMINISTRATION.

1212. Ballou, Frank W. Efficient finance in a city school system. American school board journal, 56: 21-23, June 1918.
"The present paper constituted the basis of a valuable address and a general discussion of methods of financing schools at the Round table of superintendents of large cities, meeting at the Department of superintendence, February 28, 1918, Atlantic City, N. J."
Also in Educational administration and supervision, 4: 121-32, March 1918.
1213. Blakely, Paul L. The Federal government and education. America, 19: 413-14, August 3, 1918.
Offered to the plan of the National education association to have Congress create a Department of education with a Federal secretary of education.
1214. Brown, E. M. The purchase of school supplies and award of contracts. American school board journal, 57: 25-26, 85, July 1918.
Read at the convention of School accounting officers. This paper is a continuation of the author's description of the St. Louis system of purchasing and handling school supplies which was published in the Journal for July 1917.
1215. Butterworth, Julian Edward. Problems in state high school finance. Yonkers-on-Hudson, N. Y., World book company, 1918. ix, 214 p. 12°. (School efficiency monographs)
1216. Chancellor, William E. New conditions of the city school superintendency. American school board journal, 56: 24, 77, June 1918.
1217. Clopper, Edward N. Federal aid to education. Child labor bulletin, 7: 54-64, May 1918.
Reviews several methods of distribution of federal aid and concludes that such aid should be granted on a national basis rather than on any of the state bases discussed.
1218. Cook, Albert S. Centralizing tendencies in educational administration: the county as a unit for local administration. Educational administration and supervision, 4: 133-40, March 1918.
Read at the Atlantic City meeting of the Department of superintendence, National education association.

1219. **Dick, William.** School administration. American school board journal, 57: 23-24, August 1918.
Address delivered before the Department of school administration of the National education association, at Pittsburgh, Pa., July 1-6, 1918.
Discusses such phases of the subject as the board as the financial authority, functions of superintendent and business manager, business side of the schools, etc.
1220. **Judd, Charles H.** A curriculum for school administrators. School and society, 7: 637-40, June 1, 1918.
Discussion before the Society of college teachers of education, Atlantic City, February 25, 1918.
1221. **Kent, Raymond Asa.** A study of state aid to public schools in Minnesota. Minneapolis, University of Minnesota, 1918. 183 p. tables, diagrs. 4°. (The University of Minnesota. Studies in the social sciences no. 11. Bulletin April 1918)
Bibliography: p. 182-83.
1222. **Kinkade, Arthur.** Efficiency in school business management. American school board journal, 57: 29-31, 82, July 1918.
Read at the seventh annual convention of the National association of school accounting officers, Rochester, N. Y., May 21, 1918.
1223. **Linn, Louis P.** Organization powers accorded city school superintendents by general laws. School and society, 7: 601-6, May 25, 1918.
The powers and duties of the superintendent are discussed under the following headings: The course of study, Text-books, apparatus and supplies, Appointment, placing and suspension of teachers, Classification and promotion of pupils, Reports to board, etc.
1224. **Mandel, Arch M.** Business department of the Detroit board of education. American school board journal, 56: 25-23, June 1918.
1225. **Strayer, George D.** Educating the public to the financial needs of the schools. American school, 4: 137-38, May 1918.
Discusses methods of bringing home to the public one of the most important lessons which it must learn in the immediate future—the necessity for more money for schools if the education of American children is not to suffer.
1226. **Taylor, Edward L.** School finances as a war-time problem. American school board journal, 57: 38, 61, August 1918.
Address delivered before the Department of school administration of the National education association, at Pittsburgh, Pa., July 1-6, 1918.
1227. **Wheat, Harry G.** Costs of instruction in the high schools of West Virginia. School review, 26: 438-50, June 1918.
Study based on questionnaire sent to the 75 high schools in West Virginia. Says that the average size of classes is the most important factor which enters into a determination of the cost of instruction.

SCHOOL MANAGEMENT.

1228. **Bowden, A. O.** Student self-government. School and society, 8: 97-102, July 27, 1918.
1229. **Childs, Hubert Guy.** An investigation of certain phases of the reorganization movement in the grammar grades of Indiana public schools. Fort Wayne, Ind., Fort Wayne printing co., 1918. 187 p. tables. 8°.
1230. **Ijams, E. H.** Grading on a scientific basis. Educational exchange, 33: 3-8, June 1918.
1231. **MacDonald, D. J.** Grading pupils in vocational subjects. Indianapolis, Ind. [1918] [15] p. 8°.

1232. **Rugg, H. O.** Teachers' marks and the reconstruction of the marking system. *Elementary school journal*, 18: 701-19, May 1918.

Endeavors "to summarize the results of recent investigations, to present complete bibliographic material, and to present systematically the essence of current thinking on the problem." Gives a program for the reconstruction of the marking system.

SCHOOL ARCHITECTURE.

1233. **Berkowitz, J. H.** Better schoolhouses as a factor in race betterment. 8 p. 8°.

Reprinted from the *American school board journal*, June 1918.

From discussion of Report of the Committee on standardization of school-houses, delivered at the annual meeting of the Department of superintendence, National education association, Atlantic City, N. J., February 27, 1918. Revised.

1234. **Kitchen, John H.** The heating and ventilation of school buildings. *Kansas teacher*, 7: 28-31, June-July 1918.

1235. **Rapeer, Louis W.** The case against unilateral lighting. *American school board journal*, 57: 33-34, July 1918.

Recommends a classroom lighted on three sides.

1236. ———. Summer school sanitation. *American journal of school hygiene*, 2: 53-62, June 1918.

1237. **Sipple, L. B.** What constitutes a good sanitary heating and ventilating system for a one or two-room school building. *Nebraska teacher*, 20: 453-55, June 1918.

SCHOOL HYGIENE AND SANITATION.

1238. **Books, William J.** The healthy school child. Schenectady's system of keeping him healthy. New York, W. Wood & company [1918] 28 p. 12°.

Reprinted from the *Medical record*, May 25, 1918.

1239. **King, Henry Churchill.** Why I am opposed to compulsory smoking at Oberlin. *Ohio educational monthly*, 67: 264-67, July 1918.

Reprinted from the *North American student*.

The president of Oberlin college tells why he is opposed to college boys smoking.

1240. **O'Meara, Catharine R.** The teacher and the health of the school child. *New Haven teachers' journal*, 11: 10-15, June 1918.

1241. **Uzzell, Camelia W.** A demonstration in health education. *Survey*, 40: 257-59, June 1, 1918.

Study of malnutrition among pupils of New York public schools.

1242. **Wallis, C. Edward.** School doctors and school dentistry. *School hygiene* (London), 9: 24-27, April 1918.

Describes functions of a school medical inspection in regard to dental condition of children.

1243. **Whittaker, H. A.** Investigations on swimming pools at the University of Minnesota. *Journal of the American medical association*, 70: 1901-05, June 22, 1918.

Sanitary precautions regarding swimming pools.

1244. **Wile, Ira S.** Public health publicity and education through public schools. *American journal of public health*, 8: 336-40, May 1918.

Value of public school as a medium of health propaganda. Writer says it is of vital importance to correlate publicity with public education.

1245. **Wood, Thomas D.** War's emphasis on health education. *Arkansas teacher*, 6: 8-11, June 1918.

A national program of health education.

PHYSICAL TRAINING.

1246. **Averill, Lawrence Augustus.** The report of the Commission on military training in New Jersey. American journal of school hygiene, 2: 63-72, June 1918.
1247. **Gregory, Thomas.** Modern athletics in the far east. World's work, 36: 197-206, June 1918.
Introduction of Western games, etc., into the Orient. Educational values. Described as a new force for nationalization and for international good will.
1248. **Johnson, G. E.** A defense of intercollegiate athletics. Harvard graduates' magazine, 26: 583-94, June 1918.
Takes up the arguments that have been urged against intercollegiate athletics and in conclusion says that "It would be madness for college authorities to declare war upon intercollegiate athletics."
1249. **Perrin, Ethel.** Minimum essentials within the schools as to time, equipment and activities. Mind and body, 25: 152-59, June 1918.
Read at the convention of the American physical education association, Philadelphia, April, 1918.
Minimum essentials in physical education in elementary schools and in high schools.
1250. **Storey, Thomas A.** Plans for the school recognition and credit of home and community recreation activities. Playground, 12: 191-97, August 1918.
Memoranda and suggestions from the physical training bureau of the Military training commission, state of New York.
Presented before the New York state association of district superintendents of schools, New York city, January 18, 1918.

PLAY AND PLAYGROUNDS.

1251. **Bureau of educational experiments, New York.** A catalogue of play equipment, compiled by Jean Lee Hunt. New York, Bureau of educational experiments, 1918. 48 p. illus. 8°. (Bulletin no. 8)
1252. **Pearson, Ruth R.** Street play and its relation to the neighborhood center. Playground, 12: 104-10, June 1918.
A survey of street play in Chicago.
1253. **Wrightson, Hilda A.** Games for children's development. New York, Prospect press, inc., 1918. xi p., 2 l., 17-239 p. front., illus., plates. 12°.

SOCIAL ASPECTS OF EDUCATION.

1254. **Croly, Herbert.** A school of social research. New republic, 15: 167-71, June 8, 1918.
Outlines a prospective school of research, in which graduates could be trained for specific and important social jobs.
1255. **Jackson, Henry E.** A community center; what it is and how to organize it. New York, The Macmillan company, 1918. [17], 159 p. illus. 12°.
A reproduction of Bulletin, 1918, no. 11, of the U. S. Bureau of education. This book contains also an additional section describing typical community centers in operation.
1256. **Reisner, Edward H.** Sociological principles fundamental to pedagogical method. Educational review, 56: 28-36, June 1918.
A reply to a similar article by Dr. R. L. Finney, in Educational review, for February 1918.

1257. **Smith, Walter R.** The fundamentals of a socialized educational program. *School and society*, 8: 35-41, July 13, 1918.
1258. ———. The sociological aspects of our educational aims. *American journal of sociology*, 24: 81-95, July 1918.
 Writer says that in the field of education sociologists have been laggards. Discusses social aspects of physical training, culture, vocational efficiency, etc.
1259. **Stormzand, M. J.** Social aspects of language mastery. *Wisconsin journal of education*, 50: 168-73, June 1918.

CHILD-WELFARE.

1260. **Holt, L. Emmett.** The undernourished child. *General Federation magazine*, 17: 15-16, August 1918.
 Presents a scheme for combating malnutrition.
1261. **McIntire, Ruth.** Child labor and juvenile delinquency. *Journal of delinquency*, 3: 95-114, May 1918.
1262. **West, Mrs. Max.** Child care. Part 1. The preschool age. Washington, Government printing office, 1918. 88 p. 8°. (U. S. Children's bureau. Publication no. 30)
 This bulletin discusses the care of the child from 2 to 6 years of age.

MORAL EDUCATION.

1263. L'éducation morale dans les dépôts militaires. *Éducation*, 10: 34-50, March 1918.
 A psychological study of the moral temper of the French soldiers in the encampments.
1264. The improvement of character education. *Journal of education*, 88: 144-45, August 8, 1918.
 By a committee of twenty-three, Dr. David Snedden, chairman.
 Speaks of the urgent need of character instruction in the public schools and, hence, the need for research into the best methods of moral and civic education.
1265. **Squires, Vernon P.** A moral code for boys and girls. *Quarterly journal of the University of North Dakota*, 8: 347-54, July 1918.
 One of the codes submitted in the competition held by the National institution for moral instruction.

RELIGIOUS EDUCATION.

1266. Bible-teaching in colleges. Standardization of Biblical departments in colleges. *Religious education*, 13: 281-86, August 1918.
 The report of the committee on the standardization of Biblical departments in colleges and universities to the Religious education association, 1918.
1267. **Cope, Henry Frederick.** Religious education in the church. New York, C. Scribner's sons, 1918. 274 p. 12°. References at end of chapters.
1268. **Plantz, Samuel.** The history of education in the Methodist Episcopal church 1892 to 1917. New York, The Board of education of the Methodist Episcopal church [1918] 16 p. 8°.
 A paper read on the occasion of the twenty-fifth anniversary of the organization of the University senate, Baltimore, Md., December 17, 1917.
 Also in *Christian student*, 19: 80-87, May 1918.
1269. **Shaw, Justin H.** The secular objection to religion in the public schools. *Open court*, 32: 257-73, May 1918.
 Work of free-thought societies and secular unions in preventing religious instruction in public schools.
1270. **Wardle, Addie Grace.** History of the Sunday school movement in the Methodist Episcopal church. New York, Cincinnati, The Methodist book concern [1918] 232 p. 8°.

MANUAL AND VOCATIONAL TRAINING.

1271. **Beatty, Albert James.** A comparative study of corporation schools as to their organization, administration, and methods of instruction. 1917. 116 p. 12°.
Bibliography: p. 115-16.
Thesis submitted in partial fulfillment of the requirements for the degree of doctor of philosophy in education in the graduate school of the University of Illinois, 1917.
1272. **Dimmitt, Roy.** Trade and industrial education under the Smith-Hughes act. School and home, 10: 6-8, June 1918.
Conditions in Georgia..
1273. **Henning, A. E.** Vocational departments in high schools or separate vocational schools? Industrial-arts magazine, 7: 258-59, July 1918.
Gives arguments in favor of each plan.
1274. **Hill, David Spence.** The application of research in relating industry and education. School and society, 8: 1-11, July 6, 1918.
1275. **Howell, C. E.** Securing efficiency of the workman in the manual training shop. Industrial-arts magazine, 7: 260-64, July 1918.
The elimination of wastes in the manual training shop.
1276. **Judd, Charles H.** Industry and the liberal arts. School and society, 8: 151-64, August 10, 1918.
An address before the Beta of Illinois chapter of Phi Beta Kappa, June 10, 1918.
Recommends certain educational measures which, it is believed, would operate to promote the desired fusion between industry and the liberal arts.
1277. **Kreuzpointner, Paul.** The Smith-Hughes act from a layman's standpoint. School and society, 8: 102-5, July 27, 1918.
Discusses alleged weak points in the Smith-Hughes act.
1278. **Marot, Helen.** Creative impulse in industry; a proposition for educators. New York, E. P. Dutton & company [1918] xxii, 146 p. 12°.
Opposes the adoption of the German system of industrial education in America for the period of reconstruction which is to follow the war. Suggests instead a system which will afford to the pupils an opportunity for experiment and discovery, and will give them an impulse for production and high standards of work, not for the sake of the state, but for themselves and for the community.
1279. **Pennell, Joseph.** An open letter to the art teachers of America. American magazine of art, 9: 393-95, August 1918.
Points out the lack of facilities for the study of industrial art in this country.
1280. **Perry, L. Day.** "Systems" of industrial education. Industrial-arts magazine, 7: 287-92, August 1918.
Discusses the so-called "systems" of industrial education, a modification of correspondence courses aiming to teach shopwork by means of a series of leaflets under the direction of an ordinary academic teacher. Points out the weaknesses of such systems.

VOCATIONAL GUIDANCE.

1281. **Woodbridge, Elizabeth D.** Vocational guidance in colleges. Educational administration and supervision, 4: 155-62, March 1918.

AGRICULTURAL EDUCATION.

1282. **Bricker, Garland A.** Teaching agriculture in the rural schools. American education, 21: 500-502, June 1918.
Whom to teach, when to teach, what to teach, and how to teach.
1283. **Gauthier, Léon.** Une section agricole d'école primaire supérieure. Revue pédagogique, 72: 339-46, May 1918.

1284. Hedrick, W. O. The tutored farmer. Scientific monthly, 7:158-65, August 1918.
1285. Sévrette, Gaston. Le jardin de l'école. Revue pédagogique, 72:347-50, May 1918. .
1286. U. S. Federal board for vocational education. Reference material for vocational agricultural instruction. Washington, Government printing office, 1918. 26 p. 8°. (*Its* Bulletin no. 14, Agricultural series no. 2, June 1918)

HOME ECONOMICS.

1287. Bliss, D. C. The school cottage in theory and practice. American school board journal, 57:25-26, 69, 71, August 1918. illus.
Tells how Montclair, N. J., has made use of existing dwellings on school property purchased.
1288. Langworthy, C. F. Teaching food values. Journal of home economics, 10:295-302, July 1918.
Presented at the tenth annual meeting of the American home economics association, Atlantic City, March 1918.
1289. Lawson, Mrs. H. L. Domestic science in the rural school. Industrial-arts magazine, 7:305-7, August 1918.
Shows how some of the problems confronting the teacher of domestic science in rural schools may be overcome.

COMMERCIAL EDUCATION.

1290. Hotchkiss, Willard Eugene. Higher education and business standards. Boston and New York, Houghton Mifflin company, 1918. 109 p. 12°.
1291. Lyon, Leverett S. The commercial curriculum in secondary schools. School review, 26:401-15, June 1918.
Study based on returns from a questionnaire sent to the principals of 225 high schools in the United States. Concludes that the orthodox high school course is a technical training course, giving instruction in mechanical routine. The possibilities of the high school commercial course, either as a utilitarian or as a social course, have not been realized.
1292. Schorer, O. C. and Cochran, H. A. The savings bank in the high school. Business educator, 23:21-23, June 1918.
1293. Swiggett, Glen Levin. Why should the government train for foreign service? School and society, 8:181-87, August 17, 1918.
Address before the general session of the National education association, Pittsburgh, July 3, 1918.
1294. Thompson, C. A. Some ways by which the teaching of commercial subjects can be vitalized and motivated. Journal of the New York state teachers' association, 5:149-55, May 1918.

PROFESSIONAL EDUCATION.

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1296. American medical association. Council on medical education. Report . . . to the House of delegates, June 10, 1918. 31 p. 8°.
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1298. **Association of American medical colleges.** Proceedings of the twenty-eighth annual meeting, held at Chicago, February 5, 1918. 96 p. 8°. (Fred Zapffe, 3431 Lexington Street, Chicago, Ill.)

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1299. **Society for the promotion of engineering education.** Proceedings of the twenty-fifth annual meeting, held at Washington, D. C., July 6-7, 1917. Vol. 25. Pittsburgh, Pa., Office of the secretary 1917. 50 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

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1301. **Journal of the American medical association**, vol. 71, no. 7. August 17, 1918. (Educational number)

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1303. **Cohen, J. David.** Teaching patriotism. Ohio teacher, 38: 443-45, May 1918.

1304. **Hodge, Clifton F. and Dawson, Jean.** Civic biology; a textbook of problems, local and national, that can be solved only by civic cooperation. Boston, New York [etc.] Ginn and company [1918] 381 p. illus. 12°

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1310. **Rindge, Fred H., jr.** Uncle Sam's adopted nephews. *Harper's magazine*, 137: 281-89, July 1918.

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1313. **Wheaton, H. H.** Making real Americans. *American review of reviews*, 58: 161-66, August 1918.

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 Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.
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 Revue de Paris, Paris, France.
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 Southern workman, Hampton, Va.
 Survey, 112 East Nineteenth Street, New York, N. Y.
 Teachers college record, Teachers college, Columbia university, New York, N. Y.
 Teacher's journal, Marion, Ind.
 Teaching, Emporia, Kans.
 Technology review, Boston, Mass.
 Texas school journal, Dallas, Tex.
 Times educational supplement, London, England.
 Trained nurse and hospital review, 38-40 West Thirty-second Street, New York, N. Y.
 Training school quarterly, Greenville, N. C.
 Ungraded, 500 Park Avenue, New York, N. Y.
 University journal, Lincoln, Nebr.
 University record, University of Chicago press, Chicago, Ill.
 Unpopular review, 35 West Thirty-second Street, New York, N. Y.
 Virginia journal of education, Richmond, Va.
 Vocational summary, Federal board for vocational education, Washington, D. C.
 Volta review, Volta bureau, Washington, D. C.
 West Virginia school journal and educator, Charleston, W. Va.
 Western journal of education, San Francisco, Cal.
 Western teacher, Milwaukee, Wis.
 Westonian, Westtown, Pa.
 Wisconsin journal of education, Madison, Wis.
 World's work, Doubleday, Page and company, Garden City, N. Y.
 Wyoming school journal, Laramie, Wyo.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 34

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

OCTOBER, 1918



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1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library División, Bureau of Education.

CONTENTS.—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agricultural education—Professional education—Civic education—Americanization of immigrants—Reeducation of war invalids—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1371. Bloss, W. Escott. Grammar schools and the teaching of English subjects. *School guardian*, 43: 229-31, 251-54, August, September 1918.
I. The continental movement. II. The reform movement in England.
1372. Hart, Joseph Kinmont. Democracy in education; a social interpretation of the history of education. New York, The Century co., 1918. ix, 418 p. 12°.
"Bibliographical suggestions": p. 410-16.
1373. Lavissee, Ernest. Louis Liard. *Revue internationale de l'enseignement*, 38: 81-99, March-April 1918.
Reprinted from *Revue de Paris*, February 1, 1918.
1374. Luther Halsey Gulick, 1865-1918. Survey, 40: 579-80, August 24, 1918.
A brief sketch of the life and work of Luther Halsey Gulick.

1375. **Mead, Arthur Raymond.** The development of free schools in the United States as illustrated by Connecticut and Michigan. New York city, Teachers college, Columbia university, 1918. 236 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 91.)
1376. **Wulf, Maurice de.** The teaching of philosophy and the classification of the sciences in the thirteenth century. *Philosophical review*, 27: 356-73, July 1918.
By a professor of the University of Louvain. Translated from the French by Dr. Katherine E. Gilbert.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1377. **Bagley, W. C.** Education and our democracy. *School and society*, 8: 241-45, August 31, 1918.
Read before the National education association, Pittsburgh, July 1, 1918, introducing the program of the N. E. A. Commission on emergency and readjustment.
1378. **Blakely, Paul L.** The hyphenated schools. *America*, 19: 461-62, August 17, 1918.
Condemns the proposal of the National education association to extend the powers of the Federal government in the matter of public schools. Says that it is a proposal to begin in this country a policy which contains in germ the Prussian system, and which will issue, as in Germany, in "dehumanized schools."
1379. **Boas, Franz.** The mental attitude of the educated classes. *Dial*, 65: 145-48, September 5, 1918.
The main contention of this article is that the desires of the masses are in a wider sense human than those of the classes. In all nations, the majority of the intellectuals are conventional—their thoughts are based on tradition, and the range of their vision is liable to be limited.
1380. **Carr, W. L.** The basis of education in a democracy. *School and society*, 8: 305-12, September 14, 1918.
Read at the National education association conference on the place of classical studies in war-modified education, held at the University of Pittsburgh, July 2 and 3, 1918.
Maintains that American education can not be based on physical science alone.
1381. **Finegan, Thomas E.** Training for national service. *School and society*, 8: 301-5, September 14, 1918.
Read before the National education association, Pittsburgh, July, 1918.
Writer says that the democracy that is to endure will not only train the minds and the hands of its future citizens; it will also look to the condition of their bodies.
1382. **Norris, Charles G.** Salt; or, The education of Griffith Adams. New York, E. P. Dutton and company [1918] ix, 378 p. 12°.
Author says that the incidents upon which this story is based are founded upon fact—or less than fact. The book undertakes to transcribe the results of personal observations over a number of years and makes the principal character of the tale a well-known type of American youth.
1383. **Schaeffer, Nathan C.** The new program of the National education association. *Pennsylvania school journal*, 67: 47-50, August 1918.
An opportunity and a responsibility.
1384. **Williams, L. A. and Johnston, J. H.** A study of the Winston-Salem schools. [Winston-Salem, N. C.] Printed at the High school press, 1918. 93 p. 8°.

FOREIGN COUNTRIES.

1385. **Albeggiani, Ferdinando.** Il nazionalismo e la scuola. *Rivista pedagogica*, 11: 205-19, March-April 1918.
1386. **India.** Bureau of education. The education of factory children in India. Calcutta, Superintendent government printing, India, 1918. 26 p. plates. 8°. (*Its Pamphlet no. 2*)
1387. **McClure, S. S.** Japanese have a passion for education. *National association of corporation schools bulletin*, 5: 398-405, September 1918.
- A survey of the part education plays in the progress of Japan. The desire for knowledge is greater than the schools can supply. Speaks of the pathetic struggle to gain entrance to the limited number of colleges.
1388. **Ormond, Frances L.** National service in the non-English school. *School (Toronto)* 7: 32-34, September 1918.
- The work of the school in the training of "new-Canadians."
1389. **Rignano, Eugenio.** The school of to-morrow. *Monist*, 28: 379-93, July 1918.
- Author is editor of *Scientia*, Milan, Italy.
1390. **Roy, Basanta Koomar.** The new education in India. *Dial*, 65: 150-53, September 5, 1918.

EDUCATION AND THE WAR.

1391. **Bawden, William T.** Training the fighting mechanic. *Manual training magazine*, 20: 1-10, September 1918.
- Shows how the Committee on education and special training of the War department is giving special technical courses to certain units of enlisted men as a part of their preparation for military duties.
1392. **The colleges and the war.** *Outlook*, 120: 48-50, September, 1918.
- Government plan for keeping the colleges alive during the war; creation of the students' army training corps and other activities described.
1393. **Denbigh, John H.** Our schools during and after the war. *School*, 29: 503, August 15, 1918.
- To be continued.
1394. **National education association.** Education and the present emergency. *Educational administration and supervision*, 4: 310-31, June 1918.
- A symposium of "Education and the war" discussions at the Pittsburgh meeting of the National education association.
- Contains: 1. G. D. Strayer: The present emergency in education, p. 310-12. 2. G. S. Hall: Some educational values of war, p. 312-16. 3. T. B. Kidner: Vocational re-education of disabled soldiers, p. 316-17. 4. R. H. Wilson: The war garden movement, p. 318-19. 5. C. A. Prosser: Vocational education under the Smith-Hughes act, p. 320-22. 6. David Snedden: Character education, p. 322-24. 7. W. S. Small: The state normal school and the problems of child health, p. 326-27. 8. W. S. Deffenbaugh: Recent growth in city school administration, p. 327-29. 9. G. D. Strayer: The emergency in secondary education, p. 329-31.
1395. **Powell, B. E.** The long arm of learning; how the "land-grant colleges" are backing Uncle Sam. *American review of reviews*, 58: 64-66, July 1918.
- Shows what the expert scientists of the colleges have done to help the United States win the war.
1396. **Shotwell, J. T.** University war problems. *Columbia university quarterly*, 20: 225-34, July 1918.
- An address at the General assembly of Columbia university on May 7, 1918.
- Considers the adjustment of Columbia university to the new era which the war has ushered in.

1397. **Slichter, W. I.** The war and technical education. Columbia university quarterly, 20: 281-86, July 1918.
1398. **Swain, Joseph.** The crisis in the schools. Nation, 107: 246-48, September 7, 1918.
Discusses "the threatened collapse of the teaching profession," owing to war conditions. A plea for better salaries and better living conditions for teachers.
1399. **Van Hise, Charles R.** The war work of the University of Wisconsin. American review of reviews, 58: 67-69, July 1918.
Describes the various war activities of the university in an illustrated article.
1400. **Whiting, Isabel Kimball.** Keeping school without fire. School and society, 8: 245-49, August 31, 1918.
Shows how the teachers and pupils might have been kept together during coal shortage last winter by planning trips to history museums, public libraries, etc., when it was necessary to close the schools.

EDUCATIONAL THEORY AND PRACTICE.

1401. **Richmond, Kenneth.** Education for liberty. London, W. Collins sons & co. ltd. [1918] 253 p. 12°.
Author defines education for liberty as education in fellowship, meaning by the latter a unity of spirit in a diversity of minds. This can be attained only by teaching that all knowledge is one. With no conception of the unity of knowledge there is no fellowship in knowledge, and no liberty in thought.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1402. **Berliner, Anna.** Aesthetic judgments of school children. Journal of applied psychology, 2: 229-42, September, 1918.
An endeavor to find how various groups of children would rank a series of picture cards according to the aesthetic value of the pictures. Experiment made in Hebrew orphan asylum, New York city.
1403. **Norsworthy, Naomi, and Whitley, Mary Theodora.** The psychology of childhood. New York. The Macmillan company, 1918. xix, 375 p. 8°.
(Brief course series in education, ed. by P. Monroe)
1404. **Swift, Edgar James.** Psychology and the day's work; a study in the application of psychology to daily life. New York, Charles Scribner's sons, 1918. 388 p. 8°.
CONTENTS.—1. Organization for mental efficiency.—2. Thinking and acting.—3. Habit in preparation for efficiency.—4. The psychology of learning.—5. Fatigue and its psychology.—6. Curiosities of memory.—7. Memory and its improvement.—8. The psychology of testimony and rumor.—9. Our varying selves.—10. Psychology of digestion.
This book undertakes to interpret a few of the personal experiences of daily life. For this purpose, the writer has tried to select types of conduct, as well as phases and causes of behavior, that are fundamental to thinking and acting, whether in the life of social intercourse or in the business and professional world.

EDUCATIONAL TESTS AND MEASUREMENTS.

1405. **Beeley, Arthur Lawton.** An experimental study in left-handedness, with practical suggestions for schoolroom tests. Chicago, Ill., The University of Chicago press [1918] viii, 74 p. illus., tables. 8°. (Supplementary educational monographs pub. in conjunction with the School review and the Elementary school journal, vol. ii, no. 2, whole no. 8)

1406. **Brandenburg, George C.** Psychological aspects of language. *Journal of educational psychology*, 9: 313-32, June, 1918.
 "A contribution to the question of the relation of language to general intelligence. On the basis of an extensive vocabulary test given to more than 1,700 pupils in grades III to XII the author discusses the relation of vocabulary to school grades, to standing in various school subjects, and to general intelligence as determined by the Binet and other tests."
1407. **Connecticut school superintendents' association.** Committee on standard tests and measurements. Report. Hartford, Conn., State board of education [1918] 10 p. 8° (State board of education Connecticut bulletin 75.- Series 1917-18)
 Committee: Ernest C. Witham, Carlon E. Wheeler.
1408. **Cornell, C. B.** A graduated scale for determining mental age. *Kentucky high school quarterly*, 4: 3-39, July, 1918.
 Bibliography: p. 37-39.
 Results of an attempt by the author to find a satisfactory scale for mental measurement to be used in the public schools.
1409. **Hubbard, O. S.** Some individual differences among the pupils of two fifth-grade classes. *Educational administration and supervision*, 4: 245-60, May, 1918.
 Results of some tests given in the schools of Alameda, California.
1410. **McCall, W. A. and Johnson, Abigail E.** A comparison of open-air with indoor classes. *Teachers college record*, 19: 352-68, September, 1918.
 In conclusion says that the open-air groups combined made greater progress in the tested functions than did the indoor groups.
1411. **Monroe, Walter S.** Monroe's standardized silent reading tests. *Journal of educational psychology*, 9: 303-12, June, 1918.
 "The Kansas silent reading tests have been criticized because many of the tests resembled arithmetical puzzles rather than ordinary reading material. Dr. Monroe has revised the tests, using material from school readers; has standardized them on a large number of pupils, and has selected samples whose comprehension values are fairly uniform."
1412. **Murdock, Katherine.** Rate of improvement of the feeble-minded as shown by standardized educational tests. *Journal of applied psychology*, 2: 243-49, September, 1918.
 An attempt "to compare the rate of progress made by feeble-minded children, with that of normal children, of the same mental age in elementary subjects."
1413. **Otis, Arthur S.** An absolute point scale for the group measurements of intelligence. Part I-II. *Journal of educational psychology*, 9: 239-61, 333-48, May, June, 1918.
1414. **Pintner, Rudolf.** The measurement of progress in language ability. *Journal of educational psychology*, 9: 270-77, May, 1918.
1415. **Pressey, S. L. and Pressey, L. W.** A group point scale for measuring general intelligence, with the first results from 1,100 school children. *Journal of applied psychology*, 2: 250-69, September, 1918.
 Describes origin and plan of the scale; the tests; and validation of the scale. Study of Indian school children.
1416. **[Prout, F. J.]** Handwriting measurements, standards and methods. Report and results of Chillicothe, Ohio, surveys in writing. [Columbus, O., Zaner & Bloser, 1917?] 16 p. diagrs. 8°.

SPECIAL METHODS OF INSTRUCTION.

1417. **Kilpatrick, William H.** The project method. *Teachers college record*, 19: 319-35, September, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

1418. **Alexander, Hartley B.** "Enemy language." *Midwest quarterly*, 5: 95-109, January, 1918.
A judicial discussion of the German language question in our schools.
1419. **Blanchard, Milton E.** The need to define anew the values of Latin. *School and society*, 8: 215-20, August 24, 1918.
Read before the Classical association of the Pacific states meeting with the National education association at Portland, Oregon, July 11, 1917.
1420. **Chamberlain, James F.** Essentials in geography. *School and society*, 8: 220-25, August 24, 1918.
The purpose of the study of geography, its content and limitations.
1421. **Gathany, J. Madison.** Tying history to life. *Outlook*, 120: 58-64, September 11, 1918.
Motivation in the study of history. Lays emphasis on the study of current history.
1422. **Palmer, Gladys F.** Outline study of a short course in domestic science. *Education*, 39: 22-35, September, 1918.
Course given by teachers of domestic science in the High school of commerce, Springfield, Mass., last year.
1423. **Perrotin, Léo.** L'éducation littéraire d'après Stendhal. *Revue universitaire*, 27: 36-47, June, 1918.
Discusses the educational views expressed in the correspondence of Stendhal, in which he recommended the study of the French classics to his sister and others.
1424. Progressive requirements in American history for junior and senior high schools. *School review*, 26: 473-89, September, 1918.
Report of a committee to the Department of history and other social studies of Academies and high schools in relation with the University of Chicago, May 10, 1918. R. M. Tryon, chairman.
The following topics are treated: 1. General organization of the field of American history for teaching purposes; 2. Maps to make; 3. Dates—events to know and remember; 4. Personages to know and identify; 5. Topics with which students should be familiar on completing the course; 6. General method of procedure.
1425. **Sarton, George.** The teaching of the history of science. *Scientific monthly*, 7: 193-211, September, 1918.
Discussed under the following headings: Teaching of historical facts, Teaching of scientific facts, Equipment, Typical program, etc.
1426. **Silverman, Alexander.** A survey of high-school chemistry in Pennsylvania. *Science*, n. s. 48: 179-82, August 23, 1918.
Results of a questionnaire sent out for the purpose of establishing a relationship between high-school and college chemistry.
1427. **Southard, E. E.** Mental hygiene and social work: notes on a course in social psychiatry for social workers. *Mental hygiene*, 2: 388-406, July, 1918.
A plea for the study of mental hygiene, and the training of experts. Gives brief suggestions as to the desirable content of courses for psychiatric social workers of value in war time and after.
1428. Thoughts of a teacher of German. *Atlantic monthly*, 122: 372-76, September, 1918.
The writer, a college professor of German, built up his department so that it became the strongest in the institution. He loved the subject for its own sake. The article narrates how the present changed conditions in German teaching came about. German as a favorite study, as a foster tongue to be affectionately cultivated, is now no more.

1429. Tupper, Frederick. The awful German language. *Nation*, 107: 248-50, September 7, 1918.

A plea for the study of German language. Quotes opinions expressed in publications of the Federal Bureau of education, etc.

KINDERGARTEN AND PRIMARY SCHOOL.

1430. Neumann, Henry. What can the kindergarten do for democracy? Kindergarten and first grade, 3: 269-73, September, 1918.
Address given before the International kindergarten union, Chicago, Ill.
1431. Zanzi, Carlo. Le case dei Bambini della Montessori. *Rivista pedagogica*, 11: 157-82, March-April, 1918.
Concluded from preceding issue.

RURAL EDUCATION.

1432. Burkholder, A. C. The rural schools of Hays County, Texas. [San Marcos, Texas, Southwest Texas state normal college] 1918. 35 p. illus., diags. 8°. (*On cover*: The normal school bulletin, vol. 7, no. 2, February, 1918.)
1433. Galpin, Charles Josiah. Rural life. New York, The Century co., 1918. xvii, 386 p. illus. 8°.
CONTENTS.—1. Physical influences.—2. Psychology of farm life.—3. The social problem.—4. Structure of rural society.—5. Social rôle of the housewife.—6. Social rôle of the child.—7.—Rural relations of high schools.—8. Rural social centers.—9. Country clubs.—10. Country fêtes.—11. Farmers' churches.—12. Timely surveys.—13. Legislation.—14. Study problems.
1434. Sargent, C. G. Rural school improvement in Colorado. Fort Collins, Colo., Colorado agricultural college [1918] 62 p. illus. 8°. (*On cover*: Colorado agricultural college bulletin, series XVII, no. 9, July, 1918)

SECONDARY EDUCATION.

1435. Brelet, Henri. L'enseignement secondaire—ce qu'il doit être. II-III. Plan d'études de l'enseignement secondaire. *Revue internationale de Penseignement*, 38: 189-215, 271-84, May-June, July-August 1918.
First article in the series appeared in the *Revue internationale* for September-October 1917.
1436. Dahl, John L. Raising the standards of scholarship in our secondary schools. *Journal of education*, 88: 202-3, September 5, 1918.
1437. Hillegas, Milo B. The organization of junior high schools in small communities. *Teachers college, record*, 19: 336-44, September 1918.
Shows how the junior high school meets the demands of the smaller communities of Vermont.
1438. Smith, Lewis Wilbur. Illinois high schools; their organization, maintenance, administration, and instruction with particular reference to the township high school. Issued by Francis G. Blair, superintendent of public instruction. [Springfield, Ill., Illinois state journal co., state printers, 1917] 291 p. front (port) tables, diags. 8°.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1439. Boston. School committee. A plan for the promotion of teachers from merit lists. March 1918. Boston, Printing department, 1918. 63 p. diags., tables. 8°. (School document no. 2, 1918. Bulletin no. xiv of the Department of educational investigation and measurement)

1440. Caullery, Maurice. Les professeurs dans les universités américaines. *Revue internationale de l'enseignement*, 38: 124-34, March-April 1918.
A chapter from the author's recent book entitled *Les universités et la vie scientifique aux États-unis*. The article deals with the status, salaries, etc., of American college professors.
1441. Fairfax, John. College teachers' salaries. *Education*, 39: 36-45, September 1918.
Statistics based on Bureau of education bulletins and data compiled by teachers in different states, etc., comparing salaries paid to college teachers with wages received by skilled artisans. A plea for better salaries.
1442. Landsittel, F. C. A score card method of teacher-rating. *Educational administration and supervision*, 4: 297-309, June 1918.
Bibliography: p. 309.
1443. National education association. Dept. of normal schools. Committee on resolutions and restatement of the declaration of principles. A conscious program for the normal schools and teachers' colleges of America. Report . . . adopted unanimously at Pittsburgh July 3, 1918. [Greeley, Colo., 1918] 16 [1] p. 8°. (*On cover*: Colorado state teachers bulletin, series xviii, no. 3, June 1918)
Committee: George S. Dick, Charles B. McKenny, J. G. Crabbe.
1444. Rider, Linda. The emancipation of the woman teacher. *Education*, 39: 46-54, September 1918.
1445. Somers, Arthur S. The teachers' call to wider service. *School*, 29: 492-93, August 8, 1918.
Address to the graduating class of the Brooklyn training school.
1446. Wilkinson, William A. Functions and organization of practice teaching in state normal schools. *Educational administration and supervision*, 4: 289-96, June, 1918.
"An attempt to point out the part that practice teaching should play and to outline a method of conducting it to the end that it may be most serviceable as a teacher-training agency."
1447. Young, Stark. The return of the teacher. *Nation*, 107: 251-53, September 7, 1918.
Says that the great teacher is one who sets free the particular genius of each spirit that works with him.

HIGHER EDUCATION.

1448. Archer, R. L. The passman; how are our universities to train citizens? London, A. & C. Black, Ltd., 1918. xiv, 187 p. 12°.
This book urges that the British universities forthwith assume the task of training leaders of men well fitted in mind and heart to take the conduct of the social reorganization which is to follow the war. Methods of training are discussed.
1449. Bumpus, Herman C. Broadening without lowering college entrance requirements. *Journal of education*, 88: 172-74, August 29, 1918.
1450. Quinn, Arthur Hobson. College and business efficiency. *Scribner's magazine*, 64: 291-94, September 1918.
By the dean of the college, University of Pennsylvania. Compares the college with business, and asserts that the college is more efficient than business even when judged by the standard of the latter. In the supreme test the American college has proven for all time its efficiency as the producer of men.
1451. Rey, Abel. Les relations universitaires franco-suissees. *Revue internationale de l'enseignement*, 38: 19-31, January-February 1918.

SCHOOL ADMINISTRATION.

1452. **Byrne, Lee.** An analysis of the cost of education in Mobile. Educational exchange, 33: 8-16, September; 10-19, October, 1918.
A detailed analysis of the cost of public education in Mobile, Alabama. The system of classification of expenditures and the standards of support for different activities in one of the larger cities of Alabama.
1453. **Charters, W. W.** The administration of methods of teaching. Educational administration and supervision, 4: 237-44, May, 1918.
The collection and dissemination of specific devices in teaching for aiding teachers in overcoming their difficulties.
1454. **Hunter, Fred M.** The superintendent as a leader in interpreting the curriculum. Educational administration and supervision, 4: 271-80, May, 1918.
Read at the Atlantic City meeting, February 28, 1918, of the Department of Superintendence, National education association.
Speaks of the need of intelligent leadership of public opinion. Says that the superintendent should interpret the curriculum to the teachers and members of his force and that the marked changes developing in the present school system should be fostered by an intelligently educated public sentiment.
1455. **Knight, F. B.** Studies in supervision. American school board journal, 57: 33-34, September, 1918.
Intensive supervision of spelling instruction.
1456. **Krebs, Henry C.** Helping teachers a new institution. Journal of education, 88: 237, 242, September 12, 1918.
The measure adopted by the State department of education of New Jersey providing for helping teachers in every county having unsupervised teachers.
1457. **Rossman, John G.** The best school in the state. Arkansas teacher, 6: 8-11, September, 1918.
The necessity for uniform records and reports in order that the efficiency of school systems may be determined.
1458. **Sheldon, E. E.** Educational efficiency. Industrial-arts magazine, 7: 214-18, June, 1918.
Claims that in industry, definite ideals, reliable, immediate and accurate records, and standards of time, instruction, conditions and operation, with suitable rewards for high efficiency are some of the principles that are producing satisfactory results. Thinks that these principles of efficiency, if applied to some of the educational problems, would produce marked changes in the quality and quantity of the work.
1459. **Storer, James.** Uniformity in school accounting. American school board journal, 57: 31-32, September, 1918.
Presented at the meeting of the Department of school administration, National education association, Pittsburgh, Pa., July 3, 1918.
1460. **Talbert, Wilford E.** Should school expenditures be limited? American school board journal, 57: 23-25, 74, September, 1918.
Discusses some limits proposed for regulating school expenditures and some ideal limits.
1461. **Thomas, R. H.** Fire insurance. American school board journal, 57: 35-37, September, 1918.
Address delivered before the Association of school accounting officers, Rochester, May 16, 1918.
Advocates, instead of fire insurance, that school authorities provide fire prevention apparatus, select fire resisting materials for building construction, establish by taxation or otherwise an instantly available interest-bearing fund sufficient in amount to really indemnify, and thereafter carry their own school risks.

SCHOOL MANAGEMENT.

1462. **Harris, G. L.** Supervised study in the University of Chicago high school. *School review*, 26: 490-510, September, 1918.

Methods of supervision described; study-class coordination; class attendance, etc. Work in mathematics emphasized.

Paper read before the mathematics' section of the 1918 Conference of secondary schools affiliated with the University of Chicago.

1463. **Waits, H. E.** Saving time for instruction. *School news and practical educator*, 32: 2-3, September, 1918.

Making the school a good machine by saving time in the mechanical operations that are necessary in school work.

SCHOOL HYGIENE AND SANITATION.

1464. **Broadhurst, Jean.** Home and community hygiene; a text-book of personal and public health. Philadelphia and London, J. B. Lippincott company [1918] xiii, 428 p. illus. 8°. (Lippincott's home manuals, ed. by E. R. Andrews)

A book intended specially for the student of household administration, and the student of nursing, but which appeals also to the general reader. Among the chapter headings are the following: Schools, p. 255-72; Mental hygiene, p. 320-27; Health education, p. 366-74.

PHYSICAL TRAINING.

1465. **Briggs, Le Baron R.** Intercollegiate athletics and the war. *Atlantic monthly*, 122: 303-9, September, 1918.

Says that in the present crisis intercollegiate athletics, like America, will stand or fall according as they choose between luxury and simplicity, trickery and integrity, the senses and the spirit.

1466. **Hilderbrant, Edith L.** The educative value of physical education. *Education*, 39: 1-10, September, 1918.

1467. **Pagliani, Luigi.** Urgenti riforme nell' insegnamento dell' educazione fisica nelle scuole magistrali. *Nuova antologia*, 195: 279-87, June 1, 1918.

1468. **Small, W. S.** Physical education in the high school in the present emergency. *School and society*, 8: 282-85, September 7, 1918.

Address before the Department of secondary education, National education association, July 2, 1918.

Gives a program for physical education in the high schools.

1469. **Y. M. C. A.** Physical directors' society. [Conference held Springfield, Mass., June, 1918.] *Physical training*, 15: 337-466, June, 1918.

Contains: 1. M. I. Foss: The physical directorship as a life calling, p. 405-17. 2. J. F. Enberg: Physical training in Denmark, p. 421-29. 3. T. A. Storey: State legislation for physical training, p. 430-46. 4. W. S. Small: Federal legislation for physical training, p. 447-52.

SOCIAL ASPECTS OF EDUCATION.

1470. **Leo, Brother.** The outside-of-school environment. *Catholic school journal*, 18: 155-56, September, 1918.

Deals particularly with the effect of environment on the English of school children.

1471. **Robb, Samuel J.** Education. Give him a chance. *America*, 19: 535-36, September 7, 1918.

Blames parents for the present-day lack of appreciation of mental training. Condemns the practice of leaving the choice of remaining in school to the immature judgment of a youth of fourteen.

1472. **Toops, Herbert A., and Pintner, Rudolf.** Variability of the education of unemployed men. *Journal of applied psychology*, 2: 207-18, September, 1918.

Shows that education, wages, and industrial success depend in a large degree upon intellectual ability of the man.

CHILD WELFARE.

1473. **American association for the study and prevention of infant mortality.** Transactions of the eighth annual meeting, Richmond, October 15-17, 1917. Baltimore, Press of Franklin printing company, 1918. 4 pts. 8°. (Gertrude B. Knipp, secretary, 1211 Cathedral St., Baltimore, Md.)

Contains: pt. II.—1. Alice Ravenhill: The education of college and university women for giving instruction in the care of infants, children, and mothers, p. 163-70. 2. Mary H. Mayer: Extension courses in public schools for adult women in the care and feeding of children, p. 171-74; Discussion, p. 174-81.

MORAL AND RELIGIOUS EDUCATION.

1474. **Community schools for the training of religious leaders.** Bulletin issued at Boston by Joint committee of Massachusetts council of religious education and Committee on education of the Massachusetts Sunday school association. August, 1918. 20 p. 8°.

Joint committee's educational director: George A. Goodridge, 72 Mt. Vernon Street, Boston, Mass.

1475. **Engleman, J. O.** Moral education in school and home. Chicago, New York [etc.] B. H. Sanborn & co., 1918. xiv, 314 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

1476. **Bryan, William Lowe.** The trap. *Michigan alumnus*, 24: 588-93, August, 1918.

Address made at the commencement exercises of the University of Michigan. Speaks of the danger of vocational education leading a boy into an occupational trap. A defense for the study of the liberal arts that we may be kept young and plastic and able to escape the traps that lie in wait for us.

1477. **Buchanan, J. Y.** Drawing and manual training in Punjab schools. Calcutta, Superintendent printing, India, 1918. 24 p. plates, diagrs. 8°. (India. Bureau of education. Pamphlet no. 1.)

1478. **Massey, Robert.** Pre-vocational education. *School (Toronto)* 7: 43-48, September, 1918.

An account of the work of the Victoria pre-vocational school of Calgary, Canada, by its principal.

1479. **Munroe, James Phinney.** Readjustment of the school from the viewpoint of the manufacturer. *Journal of education*, 88: 199-201, September 5, 1918.

Address at the Pittsburgh meeting of the National education association.

What the manufacturers are going to demand of the schools and methods of cooperation between schools and industry.

1480. **Prosser, C. A.** War work in vocational education. *Annals of the American academy of political and social science*, 79: 263-70, September, 1918.

Describes projected activities of the Federal board for vocational education.

1481. **Snedden, David.** The birth and childhood of vocational education with a forecast of its development during adolescence. *Educational administration and supervision*, 4: 261-70, May, 1918.

Address before the Department of rural and agricultural education of the National education association, Pittsburgh, July 4, 1918.

VOCATIONAL GUIDANCE.

1482. Towne, Harriet E. Some phases of vocational guidance work in the Lincoln public schools. *Nebraska teachers*, 21: 27-31, September, 1918. Speaks particularly of the Junior civic league activities.

AGRICULTURAL EDUCATION.

1483. Houston, David F. The American system of agricultural education and research and its rôle in helping to win the war. *Science*, n. s., 48: 260-62, September 13, 1918.
Reprinted from Weekly news letter, Department of agriculture.

PROFESSIONAL EDUCATION.

1484. Conference of theological schools. Harvard university, August 13-16, 1918. [Proceedings] Harvard conference a milestone in Christian unity. *Christian register* (Boston) 97: 801-9, August 22, 1918.
This conference considered the problems of religion arising out of the war, especially the provision of an adequate supply of trained men for the ministry.
1485. Howe, Eugene C. Professional instruction in public health in the United States and Canada. *American journal of public health*, 8: 600-607, August, 1918.
Gives admission requirements, length of course, curriculum, etc., of special professional schools of public health.
1486. Talbot, Eugene S. Conservation of time in teaching dental students. *Dental cosmos*, 60: 772-74, September, 1918.
Proposes that dental schools follow the example of medical schools by adopting a 3 or 2 term yearly course, thereby curtailing the time of the students. Says that by this method a year and perhaps more time could be saved.
1487. The Vassar nursing-preparatory course: a new experiment in nursing education. *American journal of nursing*, 18: 1155-59, September, 1918.
An account of the nursing battalion of 430 graduates from 115 American colleges, gathered for professional training at Vassar college in 1918.

CIVIC EDUCATION.

1488. Ellerbe, Paul L. Education for citizenship. *Outlook*, 120: 64-65, September 11, 1918.
1489. Judd, Charles H. The teaching of civics. *School review*, 26: 511-32, September, 1918.
Address before the High-school conference of the University of Chicago, April 9, 1918.
Says that "civics and school work should be connected, not incidentally and at a few points, but fundamentally and throughout the school curriculum."
1490. A new educational venture. *Nation*, 107: 264-67, September 7, 1918.
An account of a novel type of school, for men and women, designed to collect and disseminate information about political, social and industrial conditions bearing on social and economic readjustment. Comments by Jacques Loeb, Ernst Freund, Carl Becker, Alexander Meiklejohn, and E. M. Friedman.
1491. Oursler, Charles F. What father teaches. *American motherhood*, 47: 156-59, September, 1918.
What fathers should teach their boys and girls about politics.
1492. Prosser, C. A. Training for citizenship through service. *School and society*, 8: 271-82, September 7, 1918.
Address before the Conference of state executives and directors of vocational education, Washington, July 13, 1918.
Concludes with a few suggestions regarding the scope of a plan of universal service for national well-being and security.

1493. **Thomas, Calvin.** Making the melting-pot melt. Columbia university quarterly, 20: 214-24, July, 1918.

The training in patriotism at school and the Americanization of the adult immigrant.

1494. **Turkington, Grace A.** My country; a textbook in civics and patriotism for young Americans. Boston, New York [etc.] Ginn and company [1918] 394 p. illus. 12°.

AMERICANIZATION OF IMMIGRANTS.

1495. **Krysto, Christina.** Bringing the world to our foreign-language soldiers. National geographic magazine, 34: 82-90, August, 1918. illus.

How a military training camp is solving a seemingly unsurmountable problem by using the Geographic.

The education of foreign-language soldiers at Camp Kearny, California.

1496. **Paull, Charles H.** Americanization; a discussion of present conditions with recommendations for the teaching of non-Americans. [Syracuse, N. Y., The Solvay process co. printing department] 1918. 37 p. 12°.

This report of a survey undertaken for the Solvay process company of Syracuse in 1917 aims to show (1) existing conditions, not only within the industry but in connection with all other agencies in Americanization work, (2) to show the relative merits of aims and methods at present in use; (3) to deduce certain fundamentals of education for non-Americans which will be of particular value in Solvay.

REEDUCATION OF WAR INVALIDS.

1497. American journal of care for cripples, vol. 6, no. 1, March, 1918.

Contains: 1. H. E. Mock: Human conservation and reclamation, p. 5-10. 2. D. C. McMurtrie: The Red cross institute for crippled and disabled men; an American school of reeducation, p. 17-26. 3. J. P. Munroe: The war's crippled; how they may be made assets both to themselves and to society, p. 27-32. 4. The care and training of blinded soldiers and sailors; the work of St. Dunstan's hostel, Regent's Park, London, England, p. 41-46. 5. J. C. Faries: The development in England of a state system for the care of the disabled soldier, p. 99-114. 6. J. C. Faries: Training in English technical schools for disabled soldiers, p. 115-24. 7. Gustave Hirschfeld: Tourvielle; a trade school for war cripples, p. 125-35. 8. J. Breuil: The vocational school for disabled soldiers at Rouen, France, p. 136-44. 9. D. C. McMurtrie: A bibliography of the war cripple, p. 158-96.

1498. **Blake, Clarence J.** Speech-reading for the war deaf. Volta review, 20: 557-60, September, 1918.

Rehabilitation of deaf soldiers.

1499. **Canada. Parliament. House of commons. Special committee on returned soldiers.** Returned soldiers; proceedings of the special committee appointed to consider, inquire into and report upon the reception, treatment, care, training, and reeducation of the wounded, disabled and convalescent who have served in the Canadian expeditionary forces, and the provision of employment for those who have been honourably discharged, and the training and reeducation of those so discharged who are unable to engage in their former occupation. Comprising the evidence taken and statements submitted in connection therewith, February 7th to July 17th, 1917. Ottawa, J. de L. Taché, 1917. xxxviii, 1262 p. plates, fold. form. 4°.

Includes the reports and proceedings of a committee composed of nine members of the House of commons and called the Special committee of the House of commons on returned soldiers.

Sir Herbert Ames, chairman.

1500. **Goodnow, Minnie.** The nurse's part in the soldier's reeducation. Trained nurse and hospital review, 61: 138-42, September, 1918.
1501. **Greener, George C.** Some aspects of rehabilitation work for disabled soldiers. Industrial-arts magazine, 7: 325-30, September, 1918. illus.
1502. **Harper, Grace S.** Vocational reeducation for war cripples in France. New York city, The Red cross institute for crippled and disabled men, 1918. 98 p. plates. 8°. (Publications of the Red cross institute for crippled and disabled men, ed. by D. C. McMurtrie. Series 2, no. 1)
1503. **Harris, Garrard.** Gardening for reeducating disabled soldiers. Garden magazine, 28: 45-46, September, 1918. illus.
Curative value of the work amply demonstrated in European hospitals and reconstruction centers—plans comprehensive developing for over here.
1504. **Lakeman, Curtis E.** The after-care of our disabled soldiers and sailors. Annals of the American academy of political and social science, 79: 114-29, September, 1918.
1505. Making the maimed whole. What our wounded soldiers can learn from disabled men who have been educated for efficiency. Outlook, 120: 54-57, September, 1918.
A symposium on the rehabilitation of wounded soldiers.
1506. **Red cross institute for crippled and disabled men.** Publications. Series 1, no. 12-15. New York city, The Red cross institute for crippled and disabled men, 1918. 4v. 4°.
 - 12. Ruth Underhill: Provision for war cripples in Italy. 18 p.
 - 13. Ruth Underhill: Provision for war cripples in Germany. 45 p.
 - 14. Gladys Gladding Whiteside: Provision for vocational reeducation of disabled soldiers in France. 29 p.
 - 15. Gladys Gladding Whiteside: Provision for the reeducation of Belgian war cripples. 11 p.
1507. **Stern, Rose Goldsmith.** Our deafened soldiers; a problem of the near future. Survey, 40: 627-30, September 7, 1918.

EDUCATION OF WOMEN.

1508. **Davis, Katherine B.** Women's education in social hygiene. Annals of the American academy of political and social science, 79: 167-77, September, 1918.
Work of the section on women's work of the social hygiene division of the Commission on training camp activities.
1509. **Wallich, V.** L'éducation par l'université. Revue universitaire, 27: 20-31, June, 1918.
An address to the students of the normal school for women at Sevres. The speaker shows how French women may promote a form of education which will arrest the progress of depopulation in France.

NEGRO EDUCATION.

1510. **Oldham, J. H.** Hollis B. Frissell and Hampton. Constructive quarterly, 6: 569-76, September, 1918.
1511. **University commission on southern race questions.** Minutes [1912-17] [n. p., 1918?] 75 p. plates, ports. 8°.

Secretary of commission: W. M. Hunley, Box 722, Lexington, Va.

EXCEPTIONAL CHILDREN.

1512. **Andrews, Harriet U.** A little cruise among the deaf. Boston and elsewhere. Volta review, 20: 563-68, September, 1918.
Second paper of series. Running comments on schools and teachers of the deaf.

1513. **Drummond, Margaret.** Number teaching. *Child* (London) 8: 509-16, August, 1918.

Lays emphasis on teaching numbers to backward children.

EDUCATION EXTENSION.

1514. **Cary, Elisabeth L.** The Metropolitan museum and education. *American magazine of art*, 9: 435-37, September, 1918.

LIBRARIES AND READING.

1515. **Berkey, J. M.** Correlation between libraries and schools. *Pittsburgh school bulletin*, 12: 331-37, 369-77, September, October, 1918.

Address before the Carnegie library school, February 23, 1918.

1516. **Hall, Mary E.** War service of high school libraries. *Library journal*, 43: 708-14, September, 1918.

Compiled by Miss Hall from material sent by fellow members of the committee on high-school libraries for the library department of the National education association, 1918.

1517. **Hitt, Eleanor.** Library service for the child of elementary school age. *Western journal of education*, 24: 3-4, August, 1918.

Written from the standpoint of the librarian.

1518. **Lewis, William Draper.** Instruction in literature. *Pennsylvania school journal*, 67: 66-70, August, 1918.

Deals particularly with the establishment of reading habits among children.

1519. Standard library organization and equipment for accredited secondary schools of different sizes. North central association of colleges and secondary schools. [Chicago? 1918] 43 p. 8°.

This report was adopted by the North central association of colleges and secondary schools at its Chicago meeting, March 21-24, 1918; also by the National education association, at Pittsburgh, July, 1918. It was prepared for the Commission on unit courses and curricula by C. C. Certain, Cass technical high school, Detroit, Mich., as chairman of Committee on library organization and equipment.

Reviewed by Mary E. Hall and Mabel Williams in *Library journal*, September, 1918, p. 680-82.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1520. *Americanization bulletin*, vol. 1, no. 1, September 15, 1918. Probably twice a month.
1521. *Lessons in community and national life*. Series B, for the first class of the high school and the upper grades of the elementary school. Washington, 1918. 264 p.
1522. *Lessons in community and national life*. Series C, for the intermediate grades of the elementary school. Washington, 1918. 264 p.
1523. *Liberty day*, October 12, 1918. Suggestions for community celebrations, by Henry E. Jackson and Clara L. Van Slyck. Washington, 1918. 31 p.
1524. *Scieny teaching in secondary schools in the war emergency*. Washington, 1918. 19 p. (Secondary school circular no. 3, September, 1918.)
1525. *Suggestions for a program for fire prevention day*. Prepared for the Bureau of Education by the national board of fire underwriters. Designed for use in schoolrooms upon Friday, November 1, 1918. 12 p. (Teachers' leaflet no. 6, October, 1918.)

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